All Asia Educational Conference

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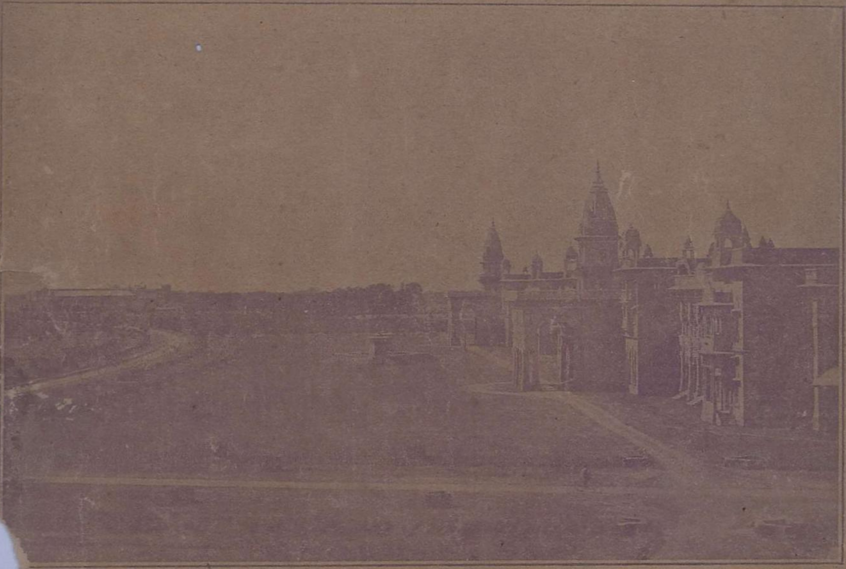
S. R. RANGANATHAN M.A., L.T., F.L.A.

(Librarian, Madras University & Secretary Madras Library Association)



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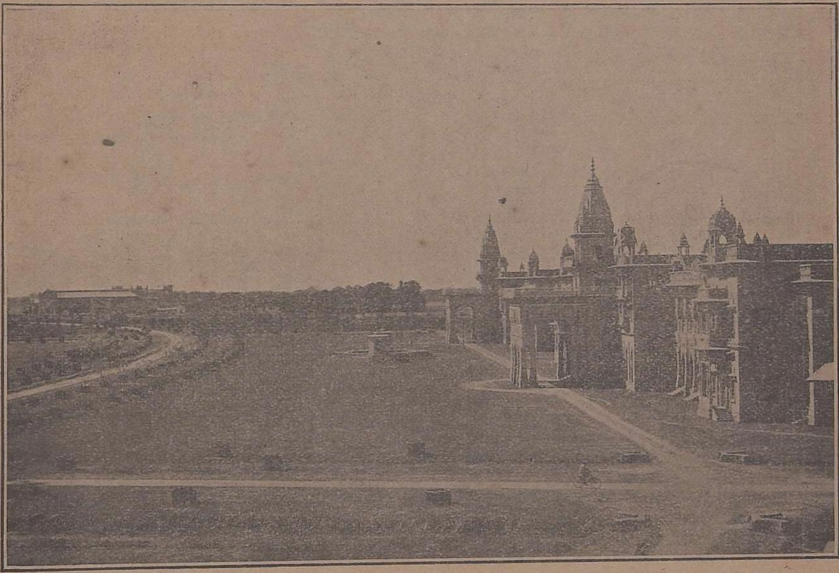

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RURAL LIBRARY SERVICE.

THE FIRST ALL ASIA EDUCATIONAL CONFERENCE

26-30 *December* 1930.

Library Service Section

In view of the limited time available for the sectional meeting and the crowded programme of the Conference, the papers received for the Library Service Section of the Conference are published in advance. The papers fall into three classes:

(i) Those that deal with Library Science in general,

(ii) Those that deal with Library Associations and with the Library Movement in particular countries and areas, and

(iii) Reports of individual libraries.

The papers have been grouped and arranged in this order, with the exception that those which came too late for insertion in the proper place have been added at the end.

It is hoped that the members of the Conference will take advantage of this publication and reserve the time allotted to the Library Group Conference for a short discussion of some of the important papers of the first group and for the consideration of the resolutions that will be placed before the meeting.

I shall be failing in my duty if I do not take this opportunity to express my thanks to the authors of the various papers for the readiness with which they responded to my request and it is but appropriate that special mention should be made of the great interest shown by the friends in foreign countries in the First All Asia Educational Conference in general and the Library Service Section in particular.

In conclusion, I should also like to express my indebtedness to the Editorial Committee of the *South Indian Teacher* for the prompt and enthusiastic manner in which they have undertaken this publication. It is indeed very kind of them to publish a special library number exclusively devoted to the papers offered to this section of the conference. In all probability, this convenient advance publication of the papers would not have been possible but for this generous offer of the *South Indian Teacher*. I should also like to record here my personal obligations to Mr S. Natarajan, the Secretary of the Editorial Committee, and to Mr. K. M. Sivaraman, the the Head of Technical Section of my Library, for having relieved me almost entirely of the task of seeing the matter through the press.

University Library,
Madras.
15-12-1930.

S. R. RANGANATHAN,
Secretary.

THE LIBRARY—THE HEART OF THE SCHOOL

By

MISS JOY ELMER MORGAN,

Editor, The Journal of the National Education Association Washington D. C.

When children go to the library as they go to the kitchen cupboard, or the tool chest, or the woods, or the meadows; when they construct their own bridges over the water-tight compartments into which specialists divide knowledge; when they go deep and far; when they read aloud to each other for the sheer fun of it; when the school as a whole has that rare quality called intellectual atmosphere, children are learning to learn—which is the supreme purpose of the school.

Granted a friendly and cultivated teacher, no one thing does so much for a classroom as a library of choice books. In a school of ten teachers or more—granted a principal who loves children and knows his task—no one thing will do so much to quicken every phase of life as an able full time school librarian with enough equipment and funds to make the work effective. In smaller schools a trained teacher-librarian can perform this vital service.

The modern world calls for persistent learning not only for the enrichment of life but as the only means of survival and growth. To deny a child the personal adjustment which comes from the easy and wide use of books is to leave him unprepared for the life of tomorrow.

Make the school library, then, inviting and beautiful, in charge of a child book-lover; let it be the heart of the school and it will bathe all the activities of today's life with the red blood of wisdom and enterprise. Young people will go out noted for their poise, for their sense of values, and for their ability to discover, to do, and to be.

THE ELEMENTARY SCHOOL LIBRARY

By

MISS JOY ELMER MORGAN

Editor, The Journal of the National Education Association, Washington, D. C.

Guided growth is the supreme function of the school. With the young child physical growth—food, clothing, play, fresh air, sun—are especially important. With maturity the emphasis shifts to intellectual growth and the refinement of character. The wise teacher understands these shifts. He allows for abundant physical activities in young children but manages to plant the seeds of sound intellectual interests and habits in keeping with the child's individuality. If the child learns to learn in connection with his childhood activities, he will continue to learn in connection with his activities as a grown up. If he is made dependent and narrow by the school processes, the chances are he will remain dependant and narrow throughout.

The library is a liberating factor. It leads the child to appreciate books as tools which he can use in every activity of his life. He learns to love noble ideas, beautiful expression, and well-organised data. He learns to navigate in the sea of human thought. The rapid development of libraries both in the school and in the community is one of the remarkable achievements of the present period. It means a new intellectual life for the masses. The free public library may come to be regarded as America's most important contribution to the world's educational advance. A well-established reading habit fortified with library service in the home, in the school and in the community opens doors of unlimited opportunity. Anyone who reads biographies is impressed over and over again by the number of men and women whose candle of inspiration and purpose was lighted from a a book. The reason is not hard to find. Between the covers of books are found the master spirits of the ages.

What memory is to the individual, the library is to the race. To try to learn without the library is like trying to run without legs. It cannot be done. Intellectually, without a library a school can only crawl. It is likely to be stupid and dull so that pupil and teacher are glad to get away from it. Under such conditions, learning is uninviting; teaching, drudgery; reading, a task; and the art of using leisure happily and well, a neglected art—to be acquired, if at all, by accident outside of school.

The library is the heart of the school. It pumps the rich blood of life-thought into all the arteries of the school. To every child, to every teacher, to every subject, to every activity, it makes a constant and vital contribution. It brings new joy, new power, new achievement. Reading becomes a jolly adventure, history, an exploration; science a quest; gardening, a delightful art: the shop, a window to the world of plans, designs, formulas and mechanical principles. In such a setting the child learns to learn.

The elementary school is the universal school not only in the sense that it reaches all the children but in the additional sense that it is the foundation of all future schooling. Whatever enriches the elementary school makes the task of all other schools easier and adds to the certainty and joy of learning. In this article we shall answer questions which school principals are constantly asking.

Should the elementary school have a fulltime librarian?—Note that this questian emphasizes personal service rather than books. Of course schools need books—many, many books well chosen—but the factor that makes a library live is the quality and spirit of the person who presides over it, who chooses the books, who organizes and displays them, who studies individual needs, who knows when children need help, and when they need to be let alone. Unmistakably the heart and core of an effective library is the librarian. It is taken for granted that a college needs a library and a librarian. High schools are now demanding fulltime librarians so persistently that first class candidates are as scarce as hen's teeth. Pioneering elementary schools are also establishing the practice. Never have I met an elementary principal, a high school principal, or a college president, who had magnified the library that was not enthusiastic over the resuch. At no other point will a dollar earn such large returns. The right kind of library service will lift a school to an entirely new level of excellence and happiness. The professionally trained librarian is the soul of the library. Librarianship is both an art and a science. The able libarian knows books, people, and events. In these days of quick advance, that means careful training and constant study.

Every elementary school with ten teachers or more may well have a fulltime librarian with a special room set aside for its library Such a school will do more for the education of the children and will do it easier with nine teachers and a good librarian than with ten teacher

working without this special service. We have always thought a library necessary to a college. We have gradually discovered that it is essential to a high school, but I believe it is even more important for an elementary School because it is here that the fundamental habits and interests are largely established.

Schools with fewer than ten teachers may work out a combination by which one teacher will give part-time to the library service and the remainder to teaching. One teacher rural schools may be taken care of by the development of country libraries which provide special services from a central library as in California and some other states.

How can the school library improve teaching? To the teacher, the school library is a wonderful blessing. It makes learning an adventure and teaching a joy. It is a pleasure to watch children as they enter the library room. There is an eagerness, a delightful atmosphere of expectation followed by discovery and complete absorption as the cherished book is found. This is as learning should be. There is something wrong with the school which is always dull and mournful. Spurred on by their natural eagerness and curiosity children will perform the most difficult tasks.

The school library bridges the gap between the water-tight compartments into which scholars have divided knowledge. It helps the child to discover the unity of knowledge and to learn many important things which are not contained in the formal courses. Above all it enables the child to form companionships with books and the habit of learning which carries over into the home, office, shop, or farm.

How can parentsbe led to see the need? Every parent is eager to give his child a fair start. Parents frequently consult librarians and teachers as to what books it is best to buy for Christmas and birthdays. They enjoy knowing that their children are reading worthwhile things. They can easily be led to see that the quality of a child's reading will determine the quality of mental life thus influencing deeply his happiness and success

How can a school establish its library?—The ideal is to employ a fulltime librarian with a generous book fund and ample provision for housing. At the other extreme is grim necessity which most schools face. They have a limited book fund and no provision for special personnel. Even under these conditions beginnings can be made. Parent-teacher associations sometimes work on this problem with excellent results. They may raise the money themselves as one association did by the simple process of presenting each child a book on his birthday which he in turn presented to the school library. Or a committee of parents may approach the school board to request provision from public funds for this essential activity. At first the library may be housed in a former spare room or even in the principal's office with most of the books scattered among the various classrooms. Later a classroom may be set aside. A teacher who is especially interested may be encouraged to take a library course in a summer school. A board of education could make no better investment than to continue the salary of a teacher while she is taking such a course. Eventually a fulltime librarian may be secured.

How should school libraries be housed?—What the living room is to the home, the library is to the school. It should be centrally located, well-lighted, properly ventilated, conveniently arranged. It should be beautiful and quiet. It may well suggest for the child an atmosphere of ease and happiness. It is better to make the mistake when building a new building to be too generous rather than too stingy in providing for the library. This phase of school life grows rapidly when it is given a chance. A limited experience with children who are not used to books is not a fair indication of what will happen among children who have been trained from the beginning to use books easily. In adapting old

buildings to this new feature, it is surprising what can be done by turning a class room into a library, selecting one that is centrally located. There is no problem which elementary principals could more profitably work at than to develop plans for school library rooms of various types.

How much should be spent for books?—The best answer is, as much as possible. It takes several hundred books to make a good beginning. The best authorities agree that a dollar per year per child for books other than text-books is a desirable minimum. This seems small indeed as compared with the value of the child's time and the cost of teachers, buildings, and equipment.

What is the relation of the school library to the curriculum?—As every teacher knows, children like to find things for themselves. They will search through many books in the preparation of debates or themes often discovering new interests in their leisure hours. The school curriculum is always out of date. At best it deals only with the major subjects. The new things and border line interests which do not fall into the formal courses are often more interesting to the child than the regular work. The school library provides for this liberating and widening interest. It also fortifies and enriches the regular subjects. It is especially interesting to group the books of a school library with the seven cardinal objectives of education in mind, so as to bring out their contribution to health, to the art of learning, to worthy home membership, citizenship vocations, leisure activities, and the formation of character. Who can estimate the influence which the biography of Benjamin Franklin has had upon the character of many of our most influential men? Dozens of prominent schoolmen have told me how, as young men, they used his plan of self improvement to the home library.

What is the relation of the school library and the public library?—What the school is to the larger learning of life, the school library is to the use of books in home and community. People who build their home library with discrimination prefer always to examine a book before buying. They want to buy the best. They want to buy the books that belong especially to them. They want to include a few fovourites that they can live with as book companions—a sort of foundation for their intellectual lives. Beyond the home library and the school are the broader activities of the community. The child who learns to use a school library takes naturally to the public library. He knows how books are made, and, how they are arranged. He has tasted the joy of going from one book to another even as bees in the clover patch. He has laid the foundation for the happiest of all gifts, the art of browsing.

LIBRARY PUBLICITY METHODS

By

MILDRED OTHMER PETERSON,

Director of publicity of Des Moines Public Library; Middle Western Representative on the Publicity Committee of the American Library Association.

To those in attendence at the Library Service Section of the first All Asia Educational Conference.

Since receiving Mr. S. R. Ranganathan's request for a paper on "Library Publicity Methods adopted in Iowa and the Need and Utility of a Publicity Department in Libraries", I have reviewed the various Publicity mediums used in Iowa. A great many of these could, no doubt, be used with equal success in libraries in India. I have been very much interested in reading about the progress of the Library Movement in India as published in the "Library Journal" during the past twenty years and particularly in the part played by W. A. Borden, J. S. Kuldalkar, N. M. Dutt and D. G. Sukhadwala and in a letter from T. C. Dutta, Joint Secretary of the All Bengal Library Association which was published in the May 15, 1930 issue of The Library Journal.

Publicity, the art of influencing public opinion, in all of its varied forms holds a large place in the world of men to-day. It has proved its value to the business world, for, had it not, certain firms in this country would not spend as much as a million dollars a year for publicity. If publicity is important to them is it not also important to libraries? The only differences, however, are that librarians, in a great many cases, need to be educated to the importance of publicity and that libraries do not have the millions to spend. Very few libraries, in fact, make any provision whatsoever for publicity in their budgets. This means then, that library publicity must be so conducted that funds are not necessary. This is true in the case of Iowa libraries, except perhaps for the expense of printing a yearly report or a monthly library bulletin which gives information regarding books and library services.

The aims of all library publicity are to secure necessary financial support and to increase the use of the services rendered by libraries. Local conditions determine which of the two motives is predominant. Certainly no publicity should be given to services which the library is not in a position to give. In case the library is already functioning at full capacity, publicity should be directed to securing additional funds or support, so that in the end a greater service may be rendered to society and the community. A large number of people in every city have erroneous ideas concerning libraries, their functioning, purchasing of books and, in general, the manner in which they are conducted. To correct these false impressions, then, is not only desirable from a standpoint of securing adequate support, but also in order that they, too, may enjoy its manifold services. Publicity of the various types slowly but perceptibly lessens these prejudices and thus enables a library to assume its rightful role in the community.

Anything which contributes to the formation of public opinion regarding the library or the advertising of its facilities and services to the public is the rightful concern of the person handling library publicity, who may be termed the library's director of publicity. Therefore a wide field of activity is open to him. He should be, if possible, a person trained not only as a librarian but also as a newspaper worker or advertising man. *The library owes it to the public, who support it by taxation, to report information concerning its activities, services and management, and to inform the public of the knowledge and culture that the library wishes*

to give to the citizens of its community. Charles Kingsley has said, "Except a living man, there is nothing more wonderful than a book!—a message to us from the dead—from human souls whom we never saw, who lived, perhaps, thousands of miles away; and yet these, on the little sheets of paper, speak to us, amuse us, vivify us, teach us, comfort us, open their hearts to us as brothers."

In the United States there is a publicity committee of the American Library Association, with a paid worker in the Association's office. Each one of the 48 states has a representative on this committee, who, incidentally receives no monetary remuneration. During the coming year there will be eight members on this committee, several having as many as 8 states to represent. In Iowa there is a publicity committee of the Iowa Library Association composed of four members, who direct state library publicity. In only one of the city libraries in Iowa is there a full time publicity director and that is at Des Moines, where the library is large enough to warrant it. In the other city libraries, the librarian, usually directs publicity in her city.

The mediums through which the director of publicity works include all of the avenues which are available in the community, city and state, of reaching the mind of the public. In most places there are newspapers, radio, co-operation with schools, clubs and organizations, theatres mail, displays and personal service. All of these mediums have been used in Iowa and particularly in Des Moines, which is the capital of the state, with the largest population and library.

NEWSPAPER PUBLICITY. Newspaper publicity is the most important medium available and the most frequently used by libraries with the exception of personal contacts. There are two types of newspaper publicity, paid advertising and news stories. Several public spirited individuals, banks and business organizations have, from time to time, given paid newspaper advertising space to libraries for the purpose of advertising the library, (See Exhibits *). This space, in case the donor does not wish to give his name, is always so marked so that the public does not gain the impression that the library is spending its funds on advertising, instead of books.

The major part of newspaper publicity consists, however, of news stories. It is extremely useful for the publicity director to have a thorough understanding of newspapers and how they are edited. The publishing of a newspaper is an art which follows well defined rules. A knowledge of these rules and the routine procedure in the editorial offices of the newspaper will enable a publicity director to get much better results from his work. There are several kinds of newspapers: weeklies in the small towns, dailies in the larger towns and the great journals of the metropolitan centres which publish a number of editions daily. They differ widely in content as in size, but in general the same rules for news interest apply to all and all are effective carriers of library news. The following inscription on the New York City Post Office is as applicable to newspapers as to the mail. "Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds."

Of course the larger the publication, the more interesting the news must be to gain a place in it. Stories concerning library news and activities must compete with the other news of the city and of the world for a place in the paper. They must meet the requirements of reader interest just as do any of the other items, because no newspaper should be asked to burden its columns with material of no interest to its readers or of interest to only a very small group. Here the library has an advantage: its news is of interest to every reader, since it has something to offer everyone. It disperses knowledge and culture alike to the rich and the poor, the educated and the uneducated, in short to all who

* These are on view in the Library Exhibition room

will avail themselves of its services. It is a storehouse of information as well as a source of pleasure and recreation. It is the duty of the publicity director to see that library news is presented in a manner which is interesting and will attract the greatest number.

The purpose of libraries is to give the greatest service to the greatest number. Salome Cutler Fairchild, formerly of the New York State Library School has stated that "the function of the library as an institution of society is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them."

It is evident that one person and only one should direct the publicity of the library. He will know what has been done and what is yet to be accomplished and will make his plans accordingly. He should cultivate the friendship of the city editor of h's newspaper, realizing that close co-operation between the two will be beneficial to both.

There are many types of library news which the paper will gladly print, and which the public will read with interest. Articles, featuring functions of the branches, circulation, reference, bindery, art, childrens' and cateloging departments with accompanying photographs showing "action" are always of interest; this is a case of library publicity (See Exhibits*) Newspapers are not interested in PUBLICITY as such; they are, however, always interested in NEWS.

Books are news; tell people about them through the press. Not only new books, but those dealing with particular subjects can be tied up with local, national or international events. (See Exhibits*) The library's monthly and yearly statistics can be reported in an interesting manner. (See Exhibits*) In addition, people are interested in the various services of a library, especially any unusual one such as delivery of books to hospitals, summer camps and schools, General library announcements, changes in the library staff, gifts to the library, conventions and additions to buildings or equipment are always of interest. (See Exhibits*) The use of names in newspaper stories is always desirable. Sometimes arrangement can be made whereby a newspaper syndicate will send out monthly library and book news releases to all of the newspapers in the state as has been done in Iowa. (See Exhibits*) A scrapbook containing all puplicity should be kept by every library as it often proves helpful in the future. Newspaper publicity is worthy of much time and study on the part of librarians.

RADIO. The radio is a newer medium of publicity but none the less effective. Several libraries in Iowa broadcast occasional talks, while the libraries at the Iowa State College and Des Moines have had regular programs for the past several years. (See Exhibits*).

Two of the public libraries, Des Miones and Davenport, although 175 miles apart, are co-operating in a weekly broadcast, of 15 minutes duration, giving book and magazine reviews and general information concerning books and authors. The radio stations in these two cities have recently syncronized, consequently talks are broadcast over both stations simultaneously. Letters expressing interest and requesting information have been received from listeners as far distant as 750 miles. The Iowa Library Association gave weekly programs over a period of several months on the subject of "County Libraries."

CO-OPERATION WITH SCHOOLS, CLUBS AND ORGANIZATIONS. Distribution of lists of books on particular subjects is best effected through organizations interested in the subject. (See Exhibits *) Often the organization will mail library publicity with its regular announcements to members. Members of a library's speakers bureau will always be welcomed to give addres-

* These are on view in the Library Exhibition Room.

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ses before organizations. Practically all librarians and qualified members of their staffs give hundreds of talks before clubs, schools, and organizations annually. Many libraries have auditoriums and meeting rooms where clubs of a civic and educational nature are allowed to conduct meetings without expense for the room. (See Exhibits*). Libraries receive co-operation from such organizations, particularly in regard to the celebration of Book Week, which is observed annually during the second week in November. Through assisting various organizations with plays and pageants, much valuable publicity and good will can be secured.

THEATRES AND MOVING PICTURES. The theatre is another publicity medium of more recent years. Special book lists and exhibits of books can be displayed in connection with the current showing of a play or moving picture of a worthwhile book. The theatres usuallv are willing to bear any expenses so incurred and quite frequently will present the library with additional copies of the book or run a film trailer or screen announcement with the information that this book is available at the local public library. (See Exhibits*). The American Library Association now has a committee which reviews all movies as they are made and sends out definite information concerning those which it endorses.

THE MAIL. Direct by mail distribution of pamphlets and circulars can be used to advantage in certain campaigns, when a new branch is to be opened or when a new prospective patron moves into the city, although it is usually too expensive a method to be employed. (See Exhibits*) Hand bills and broadsides can frequently be distributed through local stores, who will insert them in outgoing packages, through banks, who enclose them with monthly statements, or through factories who place them in the pay envelopes. Boy Scouts often will deliver them from door to door as their form of community service. Street cars often will display them in the cars, particularly if a library employee goes to the car barn and places the posters in the car.

In addition to the annual reports published by many libraries (See Exhibits*) a number of Iowa libraries publish bulletins at regular intervals such as "Book marks", published by the Des Moines Public Library. (See Exhibits.) Each month this bulletin is distributed free of charge at the main library, ten library branches and twelve library stations, to twenty-five civic and educational clubs and organizations and through the mail to libraries and interested persons. This bulletin usually contains annotated lists of new books, announcements of the weekly radio book talks, statistics and general library information and the calendar of coming events in Des Moines for that month. Metal cuts and illustrations, which greately enhance the attractiveness of the bulletin are gladly furnished by publishers without cost. A line giving due credit to the publisher is printed with each illustration.

DISPLAYS AND POSTERS Practically all libraries realize the value of exhibits and displays in their own building. A great many have extended this to include the maintenance of booths at county and state fairs, food shows, home and garden shows, educational conventions and in stores and buildings. A great many people are interested and reached through this medium that are attracted in no other way. Posters in connection with book exhibits are very effective—almost a necessity, in fact.

The poster can be made one of the most effective methods of publicity if care is used in the preparation of material and in the placing of the completed poster. It is not necessary for the librarian to be an artist to make an attractive poster: anyone can use a pair of scissors, a pen, ink and glue. These and a little originality and initiative are all that are necessary. Artistic skill is always helpful but not essential. A poster should attract attention, direct thought and secure action.

*These are on view in the Library exhibition room.

PERSONAL PUBLICITY. Probably the most powerful publicity is word-of-mouth publicity.

Something which is heard from another usually makes a deeper impression than something which is read. Encourage your staff as well as library patrons to talk about the library, its services and books, because as Thomas Carlyle said "In books lies the soul of the whole past time; the articulate audible voice of the past, when the body and material substance of it has altogether vanished like a dream—all that mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of books—but the place where we are to get knowledge, even theoretic knowledge, is the books themselves. It depends on what we read, after all manner of professors have done their best for us. The true university of these days is a collection of books."

In order to stimulate library publicity as well as to show what was being accomplished, a library publicity exhibit and contest was held in connection with the last conference of the Iowa Library Association. Ribbon awards were given to the libraries taking first, second and third places in newspaper publicity, posters, and special library features. Libraries were grouped in two divisions; those in towns with a population over 15,000 and those under 15,000. A display of publications received from American Library Association headquarters especially for this exhibit was shown in connection with the Iowa Library Association publicity exhibit. This proved of great interest to the librarians and it received considerable space in the newspapers throughout the state.

The foregoing brief outline is but indicative of the multitudinous channels which are available to a publicity director. The benefits of favourable publicity are cumulative while intermittent or ill-directed efforts at publicity fail completely to achieve the desired ends. Public opinion is indeed moulded slowly hence, a library cannot hope to achieve prominence through its publicity if a well rounded publicity program is not planned and executed. Continuous and well directed publicity, in conjunction with good service and adequate support will enable the library to assume the position which it deserves in the community.

THE EVOLUTION OF THE CHINESE BOOK

T. K. KOO.

The form of the Chinese book, as we see it to-day, is of comparatively late development. It has undergone a series of changes not only in form, but also in material; each change represents the advance of culture. It is proposed here to trace in outline the evolution of the Chinese book through its various stages.

The printed book in China has a history of more than one thousand years. It was, in turn, preceded by some three thousand years of development. When we give the book such a long history, we are of course, using the word in its wider sense of written record, be it on bones, bronzes, stone, wood, bamboo, silk, paper or any other material.

The earliest books that we find still being preserved in China are archeologic, namely, inscribed bronze vessels and the oracle bones and shells. Many of these date to the second millenium before the Christian era. They consist mainly of historical records, from which scholars have been able to reconstruct the ancient history of China, confirming in general the traditional story. As the Chinese characters of that time are very different from those we see to-day, they can be deciphered only by specialists.

We are not to suppose that no other material was used for writing purpose at the dawn of Chinese history. It is highly probable that bamboo and wood were being used. At any rate, in the first millenium before the Christian era, the use of bamboo and wood became quite common. We have numerous references to the use of these two materials for books and official documents. The finds of Sir Aurel Stein, M. Paul Pelliot and Dr. Sven Hedin in the province of Kansu and Chinese Turkestan have supplied the museums of Europe with plenty of specimens, though they all date from the Christian era. These writing materials come mostly in narrow pieces, but wood was also available in larger blocks. Of the two, literary references show that bamboo was the more widely used, although very few specimens of it have been preserved to-day.

Modern books are classified according to their sizes as folios, quartos, octavos, etc We find ancients had a similar system. Before the Han Dynasty (206-B.C.—220 A.D.), the bamboo strips as employed for books were generally of three sizes. Two feet four inches, one foot two inches, eight inches—all in old Chinese measure. The size of a book was determined by the nature of its contents. Books held in great reverence were the largest in size. Thus, the major classics like the Book of Change, the Book of Odes &c., were written on strips two feet four inches long; the Book of Filial Piety, one foot two inches, and the Analects of Confucius, eight inches. Books dealing with the useful arts etc., were all in the small size. When the notorious Ch'in Shih Huang Ti (B.C. 246-204) ordered the burning of books, the small books escaped destruction. With the Han Dynasty, a slightly different scale of book sizes came into vogue, and we know that the sizes of bamboo and wood stationery for official use were also fixed.

The bamboo and wooden strips were quite narrow, and each generally bore one line of writing, although two lines are not unknown. and the back was sometimes utilized. The number of characters on each piece varies from eight to forty, depending upon size. It is not known how the writing was done in the very early period. It is reasonable to suppose that as the early Chinese were carving on shells and bronze they would use the same method. This laborious method was, however, replaced quite early by the bamboo pen, as our early literary references always mention the pen and the knife together, showing that the book knife was used for scraping off errors in writing and not for carving.

To make one book, many bamboo strips were required, in spite of the extremely concise language employed by the ancients. The strips had holes at the ends and could be strung together with leather or silk cords. One bundle was known as a *Tse* a word still being used to-day to denote a volume. With official documents, the strips were further placed in cloth bags and sealed.

Although bamboo and wood displaced bones and shells yet they were still heavy and inconvenient. In the third century before Christ or thereabouts, a new material came into use, which revolutionized the make-up of books. This was silk.

The use of silk as a writing material required a different kind of pen. This need was met in the invention of the hair brush. Tradition gives the honor of the invention to Gen. Meng T'ien, but whoever the inventor might be, we may accept as fact that the hair brush was perfected in the third century B. C. From this time on, we find bamboo, wood and silk mentioned together as writing materials.

The use of silk not only required a different kind of pen, but it revolutionized the form of the book. Since it came in long pieces, it was possible to have a long passage on one piece of silk. As silk is soft and light, it was conveniently made into a roll. The unit of such a book is known in Chinese as *Chun*, or roll, as distingueshed from the bundle or *Tse*.

For writing purposes silk is much superior to bamboo and wood, yet its higher cost prevented its universal adoption. In the Literature Section of the Annals of the Former Han Dynasty the first comprehensive, classified Chinese bibliography, we find books sometimes collated as *Tse* and sometimes as *Chun*, showing that the older materials existed side by side with silk.

With the invention of paper, the Chinese book went a step further. In 105 A.D., during the Later Han Dynasty, the eunuch Ts'ai Lun informed Emperor Ho Ti that he had perfected a process for making paper with bark, hemp, old rags and fish nets. The Chinese word for paper had been in use before Ts'ai Lung's time to denote a silk writing material, and so the new paper was called "Marquis Ts'ai's paper".

The invention of paper did not produce any change in the form of the book, but it sealed the doom of the older materials. Although the quality of early paper was not very good, still, its cheapness made it popular for everyday use. It is quite true that wood was employed for official use for several centuries more, but paper became supreme as the material for the book. Paper met a great need, and its widespread use made books commoner.

The book continued to be in the form of the roll. This kind of rolled book had a wooden or glazed rod around which the paper or silk was wound. From certain descriptions in Chinese literature, we know that the rod often served for distinguishing and decorative purposes. They were colored, and sometimes made of precious materials like ivory, coral and gold. Each roll had a protective cover known in Chinese as *Piao*. Rolls belonging to one book would be further wrapped together with silk or cloth, or a special material woven out of very fine bamboo.

When silk was employed, and the roll came into existence, the length of each roll was often determined by the writing material. When people did not want to waste valuable space, "fillers" were employed for short blank spaces. It is only by bearing this in mind that we can explain the order of the text of some of the ancient Chinese books.

The roll was certainly a great improvement over bamboo and wood strips, but it is easy to see that it could be further improved. When reading from a roll, one has to unroll from one end to the other, which becomes a nuisance when only a passage is wanted. This difficulty is solved by providing the book in the folded form.

As silk was soft and the early paper thick, they did not lend themselves to folding. Sometime in the Tang Dynasty (618-907 A. D.), the book in the folded form came. A volume is still in one long strip of paper, but instead of being rolled around a rod, the paper is folded into pages of a definite size. The front and the back are protected by stiff covers. This kind of book is much easier to handle, and we owe it to the Buddhists, whose sutras may be had in this form even at the present day.

From the folded book, our present Chinese book developed. Except for the binding, it differs little from our modern book. Yet we have to note that separate leaves had to come into existence before our modern book could be a reality. We know these separate leaves did develop shortly after the appearance of the folded book, but little is known about the binding.

All the above changes in the externals of the book took place before the invention of printing in China. The invention of printing settled the form of the book. When we think of the controversy over Gutenberg and Coster, we should not be suprised that the early history of printing in China is also clouded. To trace the development of printing in China is beyond the scope of this paper, but a very rough outline may be indicated. Printing in China may be traced back to the use of seals and the practice of making copies on paper of the classics carved in stone. Seals were in use in China before the Christian era, but the " stone classics " came much later, in the second century, toward the end of the Han Dynasty. To make impressions by seals or rubbings from stone tablets suggests a kind of printing, but the impetus to real printing was furnished by religious zeal in the troublous period preceding the Tang Dynasty. Dnring this age of strife, both the Taoist and Buddhist priests were furnishing the people with charms and images of saints and gods, which were made from blocks and stencils. In the Tang Dynasty real printing developed, but the orthodox scholars did not avail themselves of the new art. It was only in the early part of the tenth century, when the art had been more or less perfected, that we find that the classics and their commentaries began to be printed under the direction of Feng Tao, who is usually honored as the inventor.

The Sung Dynasty (960-1280) is well known as the age of learning It fell heir to the art of block printing, which made books common and more popular. It was also during this time that the art reached its zenith. The books then printed are prized for their beauty as well as accuracy of text. The Sung Dynasty has not only given us block printing that is unsurpassed but it has also given us the movable type. Typography, however, was not much availed of until the present age, and old books printed from early types are now considered great rarities.

Books printed during the Sung Dynasty have come down to us, many in their original bindings. In contrast to our present day books, the Sung books have leaves folded at the back, with the printed text facing each other. At the fold, there is a column for a running title and pagination. The folded pages are placed one upon the other and are pasted together at the inner fold. A volume, after being pasted together in signatures of two leaves, is then supplied with a cover, generally a semi-stiff paste-board covered with colored silk. This cover is in one place and is pasted to the book. Thus, in outside appearance it is more like a foreign book than our modern book, but there is no real binding.

This kind of binding is known to the Chinese as "butterfly" binding, because the free leaves of the book suggest the wings of a butterfly. Another kind of binding closely resembling European binding was in use, but no book bound in this fashion has survived. In this binding we have signatures of several leaves (printed on one side only) sewed together with thread and then cased. It is probable that the printers did not favor this kind of binding, as undoubtedly the cutting of two consecutive pages on one block of wood was simpler for them.

The Sung books were at first intended to be placed on the shelf standing on the edge with the back up. In this respect, it is unique. The kind of shelving is rather hard on the edge, and we find the outer margin gradually made wider. This wide margin later served a useful purpose when books were rebound.

As we all know, in the standard Chinese book, we have several sections or *chuan*, each with separate pagination and varying greatly in length. To locate one section is not always an easy matter. To overcome this difficulty, the Sung books were furnished with a kind of index. On the margin of the first leaf of each division, a small piece of silk was pasted indicating the beginning of a section. This practice continued into the Ming Dynasty, but was soon given up.

The "butterfly" book is much superior to the old rolled or folded book, but it is quite evident that to have the fold at the inner margin is not convenient to the reader. He is alternately presented with two pages of text and two blank faces, and more likely he turns on the blanks more frequently. To remove this inconvenience, a change was introduced by reversing the folding and then supplying the book with a strong cover. This is known as the "wrapped back" binding. Books to the middle of the Ming Dynasty (1368-1644 A.D.) were bound in this way.

During the Ming Dynasty, our present day binding came into existence. It is generally believed that the change took place in the latter part of the dynasty, most probably during the period Wan Li (1573—1619 A.D.). The binding was much simplified. Instead of silkboards that have to be pasted to the book the cover is made of two separate pieces of paper, and is stitched to the book in one operation. Thus, the binding is all exposed, and so is the back. Books from the earlier ages were rebound wholesale toward the end of the Ming Dynasty, which explains why we have books from the Sung and Yüan dynasties bound in the conventional binding.

In the Sung Dynasty, flat shelving was ultimately adopted for the books. To keep volumes of a book together, a kind of "box" was evolved. It is known in Chinese as the *han*. It is of two kinds: Cloth-boards, or wood. In the former, we have cloth covered boards of the same height as the book, which are wrapped around from one to ten or more volumes in the latter, two pieces of wooden boards are employed, which are tied together as covers. In both cases, they may be said to serve as binding covers. The head and foot of the book are exposed, and the name of the book and the volume number are often written on the foot. Thus, we have the foot of the book serve somewhat like the back of the European book.

The conventional Chinese binding had undisputed sway until the 19th century, when European influences invaded China. At first, it was mainly the books published by the missionaries that showed any change. But in the present century, great changes have taken place, particularly since the Revolution of 1911. Machine methods have won the day. Except reprints and some books in the sinological class, Chinese books are now printed and bounded like European books, in many cases in both cloth and paper editions.

Lovers of the Chinese book must have found the new publications a great disappointment. Yet what has taken place is not only the result of the use of the machine, but also the result of the necessity of making the book meet modern conditions. While it is admitted that the old-style book is not suited to much handling, being primarily designed for the leisurely reading of a quite scholar, yet the Chinese book has an attractiveness and beauty of its own that no one can deny. It is to be hoped that the book arts so well cultivated in ancient times will still be preserved, in spite of the industrial revolution that is going on in modern China.

THE SPREAD OF THE LIBRARY MOVEMENT IN INDIA

AND

THE PRESENT-DAY TEACHERS' PART IN IT

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Introduction.

On us, teachers, lies the responsibility of spreading the Library Movement in our country, for there is no gainsaying the fact that we are more educated than the vast majority of people, and in most villages and towns the teacher is the most educated person. While agitating for the enactment of a Library Law in each province and tapping the philanthopy of the wealthy, we must try to create, or rather recreate, a library-conscience in the people. I say 're-create' advisedly, for there are evidences * that every village at least in Mediaeval South India had a library of its own. It is proposed in this paper to indicate some of the various ways in which we can do it.

The work we can do can be broadly divided into three groups: (a) work out side the class-room; (b) work within the class-room and (c) work involved in carrying on "library surveys".

work outside the Class-room.

The teacher should organise in his village two "Reading circles"–one in thevillage temple where sacred books will be read in the evenings, say for an hour, and another in a village public place where he will read aloud daily from the popular Vernacular newspapers. Round these centres he can build up, perhaps slowly, but steadily, a library of appropriate books (the Temple Library containing religious books and including lives of saints, etc., while the other library would include all kinds of books). The library should be kept open, to start with, sometime before and after the 'Reading Hour'. The teacher would do well to entrust the work of reading aloud and the charge of the Library to others, such as his senior students; but he should also be on the alert and step in whenever there is any break in the continuity of the work.

The following methods among others for building up a library are possible for teachers.

Collect books on hygiene, sanitation, lives of great men and saints from ex-students (The books prescribed nowadays, in Madras schools as non-detailed texts and Hygiene Readers are quite suitable for inclusion in Libraries.)

Correspond with proper authorities and get for the Library vernacular leaflets containing information regarding village needs, agriculture, manure cost and efficiency, diseases of plants and their remedies.

Translate such departmental leaflets and circulars as are not available in the local vernacular and supply copies of them (cyclo-styled or 'carboned') to the library.

Write suitable books on practical subjects in an easy, simple, attractive and instructive way. The books may be very short; illustrations may be pasted in it from cuttings from newspapers and catalogues. Pending their printing, the manuscripts may be kept in the library to be read.

* In an inscription (Circa 1234 A. D) by the Pandyan King Jatavarman Sundara Pandya I, wherein the details of the foundation of a new village are mentioned we find provision made for the houses of those who were to be in charge of the Library of the settlement *Saraswati Bhandara,*

Arrange to send to the village library and reading room, back numbers of the vernacular periodicals which the school-teachers may be getting for their use.

The teacher shall also interest himself in building up what are called "Local Collections"—a sort of village Museum containing "(a) every book, pamphlet or manuscript referring to the place (b) every print, drawing, map, plan including those connected with land sales or other similar publications (c) every book or pamphlet printed locally (d) books by authors who are natives of the place, and biographical notices and portraits (e) every newspaper or magazine or serial produced in the place (f) photographs of every notable building, street, person or event (g) election and other bills and posters, play—bills and other similar advertisements of local events and (h) all local records or copies of them, such as registers, minutes and other manuscript or printed records of the local authorities". The first step would be taken by the teacher in the Geography and Mathematics classses where the most advanced of the pupils will draw plans of the village, its streets, any famous building, etc., a note of every subsequent change being duly made at the back of the original plan date-war. Fresh plans will also be drawn and all the plans are kept together. A brief record of the visits to the place with the dates of great men and of all important local events will also be kept. Similarly copies of all sale notices, advestisments, etc., can be procured through pupils. If the school owns a photographic camera, photos of buildings demolished and of new ones constructed in their stead can be taken. Copies of rare manuscripts like *Stalapuranams* which a villager may possess but refuse to part with may be taken by the teachers or students and added to the 'Local Collection.'

To those who might question the usefulness of these collections, the following words of a Western Librarian will be a fitting answer. "These efforts were at first decried on the ground that a great deal of rubbish was being preserved. Later it began to be admitted that after all there might be something in local literature and local records. Heedless of criticism, however, the librarian has persevered and to day practically every public library in any town of importance has its collection of local literature made by an enshusiast who very often makes the collection a private hobby as well as an official duty. *In this connection is to be found an enormous mass of fugitive literature which has been retrieved otherwise from certain destruction.*" There may be no great harm in too much; there *is* in too little.

Work within the Class room.

Introduce in Text books, Library topics.—To make students familiar with the Library Movement, vernacular and English Texts should contain lessons on:

(i) The history of famous libraries like the Bodlein etc.

(ii) Different kinds of libraries like Children's etc.

(iii) Lives of those who have founded great or new types of libraries and done much for the movement *e.g.*, Raja Serfojee of Tanjore, Khuda Baksh of Patna, The Gaekwar of Baroda, Benjamin Franklin, Andrew Carnegie and others.

(iv) Histories of ancient libraries.

e.g. Library of Saigon I, (3700 B. C. ?) in Accad. and the first recorded name of a public Librarian Ibnisarru, Library of Assurbanifal of brief tablets (700 B. C.?) and his design of a 'Borrower's card Ticket', Library of Rameses I with the inscription "Dispensary of the soul" over the gate, Ptolemy I's great library at Alexandria and how it was destroyed, the story of the destruction of the Library at Nalanda due to the anger of 2 monks etc.

If teachers demand such topics in the Text Books, the supply is sure to be forthcoming, Introduction of *One* lesson in each 'Reader' of each class on the topic is not impossible. For the Junior classes the lessons must be simpler and in the form of interesting stories.

Organise a library of suitable books.—The teacher should take steps to see that every school has a good library containing (i) Reference books for teachers (ii) good Reference books for boys—like Dictionaries, "Children's Encyclopaedia", "The Book of Knowledge" etc. (iii) a good number of books which pupils themselves can use without much help from teachers—this means a decent proportion of good vernacular books and (iv) a good number of illustrated books on various subjects.

It may look strange that this point has to be emphasised in a Conference of teachers. But you will realise its need when I tell you that in my province, considered to be educationally advanced, there are still a few High and Middle Schools without libraries worth the name and over 60% of Elementary Schools have none at all. Also, most of the so-called school libraries will be found to contain a large proportion of specimen copies of cheap Text-books and story books and these too will be found arranged in no regular order.

But even with the limited materials in most of the school libraries, much can be done to popularise their use. The following methods are suggested:

Introduce 'Open Access System'. Pupils must be allowed to go to the shelves directly, examine the books and select those that they rerqire (of course under the eye of the teacher and guided by him). The Library should be kept open for the purpose for at least an hour every day outside the regular school hours. A programme should be drawn up so that every boy shall be compelled to be at the library once a week. School libraries may also be kept open for a few hours on holidays.

Classify and arrange books according to their subjects in as minute a division as is consistent with the standard of the school, taking care to keep different copies of a book together in the order of the date of publication and numbering them in such a way that future additions can be made without any need for re-numbering old books.

Get the boys to use books as often as possible by adopting the following methods in addition to insisting on boys' taking out books from the library regularly and setting of exercises of a general character in the class to test if the pupils have really made use of the books taken out of the library.

During the class teaching, teachers can show (not merely mention) to the pupils the books in the library bearing on the subject-matter of the lesson, especially illustrated books, and advise them to look them up.

During days of festivals (like *Dipavali*, *Krishna Jayanti*, *Bakrid*, *Moharram*, *Christmas etc.*,) the pupils may be assembled together and all the books in the library pertaining to the festival brought together before them and the boys advised to read the literature, and as a result draw pictures and write essays on different aspects of the subject. When subjects are announced for essays or debates in the School Literary Association, the books bearning on the subjects may similary be collected together and kept separate in a box for the pupils to consult.

Teach pupils technique of book-making by (i) telling them now and then the value of and the mode of using the Index, the table of contents etc., and (ii) encouraging them to write short "original" works on set topics selected by them using the materials in the library, illustrations, table of contents, index, maps etc , being worked out by pupils themselves. Subjects like "History of my village or town" and "History of the local temple or tank or playground" give ample scope for the habit of enqniry and research and are an

incentive to look closely into the structure of similar books in the library. This is said to be done in certain schools in England with very good results.

Teach pupils correct notions of classification by encouraging them to prepare albums of pictures cut out of newspapers. Daily newspapers thrown away by a large majority of readers will be easily available to pupils if they are in earnest. The illustrations therefore could be cut out and pasted in different notebooks or different parts of a notebook under headings like *Sports* (Football, cricket etc.). *Political events* (India, China, Japan, England etc.), *Aviation*, *Education etc.* Even picture-advertisements could be so cut out and pasted. On a similar basis, even the news-columns may be cut and pasted together. Each set will form an admirable "History of our Times" for future generations to read.

Work involved in Carrying on "Library Survey."

Library Surveys must precede, or at least go hand in hand with the introduction of a regular system of rural circulating Libraries. Such Surveys would naturally follow *mutatis mutandis* county Library Surveys carried on in England. Among points to be noted in such a survey would be (1) the books which the people of the locality possess (2) information regarding the number of "literates" who actually read or can read books and newspapers and (3) the tastes of the readers.

The teacher is best fitted, of all men, to collect the above datas; the right type of teacher always inspires confidence in his pupils and the latter rarely hesitate to place facts concerning their families before such a teacher. The teacher daily comes in contact with all classes and communities of boys and girls, and he has therefore a wide field to get information from. His training will suggest to him the most appropriate mode of approach to each individual, as every day he comes in contact with pupils of different temperaments and he knows how to make an appeal to each to get the required information.

Library Training

To ensure complete success for our efforts, teachers should themselves be educated on the latest developments of Library Science. In Training Colleges and Schools of all grades, short courses of lectures should be given on the theory and Practice of Library Science. Besides it should be made a condition for recognition of a High School by the Government that it should have at least one teacher on its staff trained in Library Science by an approved institution. Summer Schools of Librarianship like the one run for the past 2 years by the Madras Library Association should be started in every province. In Madras there are 3 trained men in charge of big libraries—the Madras University Library, the Connemara Public Library, Madras, and the Annamalai University Library, Chidambaram. If each of them would be allowed by the authorities concerned to train 20 teachers for a period of 2 or 3 months every year, very soon every school can have a trained Librarian.

Conclusion

But we need not wait for that day. Carrying out most of the above suggestions does not require much labour or technical knowledge. Even if it be conceded that the elementary school teacher *of to-day* has neither the aptitude nor the knowledge required for working out the details, there can be no doubt about the fitness of the High and Middle School teachers for the task. Many of the High and Middle Schools are in rural areas. (In Madras more than 70% of Boys' Secondary schools and 50% of Girls' Secondary Schools are in non-municipal areas). If, as a result of the self-sacrificing labours of its teachers, each such area would only become a library centre, even on a modest scale to begin with, we need not despair of the future of the Library Movement in our Country.

LIBRARIES IN INDIA

By

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The Library Movement in India is indispensable for the diffusion of culture and the promotion of general literacy. The reading public in mofussil cities and rural areas have no access to public libraries for the simple reason that these do not exist in very many places. The reason for their non-existence is the absence of a demand for them. The number of literates is still at an appalling low figure and there is hardly any organized attempt at the diffusion, in rural areas, of enlightenment and information from urban centres. With the spread of general literacy, as a result, in the first place, of a compulsory system of elementary education upto the 5th standard and the conversion of inefficient schools, into well-equipped and fully staffed higher elementary schools and in the next, of the increasing popularity of the Library movement, such as that organized by the Madras Library Association, which may confidently be expected to be one of the results of the co-ordination of the activities of the different local boards, the movement in favour of libraries is bound to increase and bear fruit.

This body, representing the talents, experience and cultural activities of a whole continent, is most competent to discuss this subject. To analyse results, to suggest ways and means, to lay down methods and principles for encouraging the library movement and making it a channel of effecting as much good to the peoples of Asia as it has been to the different nations of Europe and to the people of the United States. How to stimulate the growth and activity of voluntary workers and organized agencies like the Servants of India Society or the Y.M C.A. for undertaking the work of rural re-construction, especially with a view to enabling the ignorant and illiterate labourers and tillers of the soil to acquire and assimilate information on all subjects most useful to them as rational beings, as important members of the body politic, is one of the subjects which must engage our attention. In proportion as the bulk of the people in rural areas begin to show genuine interest in all kinds of information of direct application to all their activities of life and learning to read and write, that they may supplement all this information by referring to works in the village library which treat about these different subjects, in the same proporation will the demand for libraries show a marked increase everywhere.

Closely connected with this demand is another for publishing agencies. Books in the different vernaculars aiming at conveying accurate information on all subjects of general interest, in clear, intelligible language are sadly to seek. Compared with western countries, with their university extension lectures, study clubs and excursions, with popular publications, ranging from children's encyclopedias to translations of foreign classics, vernacular publications in this country can hardly be said to have begun to cater to the general public except through vernacular newspapers. A great deal of ground has yet to be covered; the necessary conditions have to be brought into being, if this preliminary work has to be done so as to make the Library Movement a real success. Further, the vernacular publications, being mostly readers for use in schools, stories or novels, aiming at cheapness, are not so printed or bound as to stand the strain that a library book shall have to bear.

Writing of books for popular reading, both for affording healthy, intellectual recreation and information of all kinds, scientific, technical, historical and is a work which is readily undertaken by all cultured classes in Europe possessing the requisite proficiency in the different subjects. In the different countries of Asia, with the exception of Japan and probably of China the same zeal is not shown for the publication of such useful works in the vernacular. Whether this be due to the absence of a leisured class, having the time and the means for undertaking the publication of works of this nature or the fact that the medium of communication being a foreign language, the vernaculars have not been cultivated to the same extent as to become, in the hands of educated classes, a flexible and apt instrument for the expression in clear, simple, elegant vernacular prose of all facts and ideas which a liberal education has stored the mind with rich profusion, the dearth of such publications is a patent fact.

It is also desirable, in the interests of educated classes who are able to read one or more foreign languages, that the library movement should spread to all towns and cities. A thirst for reading has been implanted in them and unless a means is provided for satisfying it, the mind will either become atrophied or turn to pursuits or kinds of reading which may do more harm than good and defeat the very object af the education imparted in colleges, which is to make of the educated classes fit agents for the diffusion of culture all round and for rendering much-needed social service and for taking part in all activities in a true spirit of sportmanship, placing the general good above one's own needs or requirements.

A LIBRARY WITHOUT COST.

By

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In every high school, the number and variety oftext books on the different subjects of the curriculum are on the increase year after year. What with the competition among the publishers and what with the growing ingenuity of human intellect, the temptation to changes of text books is irresistible. A decade ago, a few standard text books had the monopoly and were considered too sacred to be replaced by others before a reign of at least five years. But now, cheapness of production also contributes to frequent changes. Hence within one or two years a large volume of books on literature, humanities and 'Sciences' becomes used up and thrown away as old and worn out. These are available free as there is no demand for them in the locality. If these are collected promptly and assorted and graded according to the subjects and languages, the soiled ones being properly bound, a very good library containing several copies of each book could be maintained, not for use in the school itself, but for the use of elementary schools and adults in the neighbouring villages where there are no facilities for a library. These books might be divided into sets, each set enclosed in a small wooden case, on which the name of a neighbouring village might also be usefully marked.

As part of the social work, teachers and senior students of the school can undertake the distribution of these cases of books to the respective places, during week-ends and holidays. As soon as a place is reached, the books may be taken out and exhibited so that those of the village as can read may have free access to books of their choice. Encouragement should also be given by helping a few in their reading and with readings, if necessary. Towards the close of the day, or after the readings are over, they may be collected and taken back; or if any responsible person or body undertakes the careful preservation and return, the case may be allowed to be retained in the place for a week or fortnight till the books have been read out. After the period, this may be removed to another place where it is required or kept at School. But new sets should be continually succeeding each other so that the reading folk have always something to satisfy their craving for this.

During long vacations when students return to their villages, these cases of books might be entrusted to them one for each village so that even during holidays they might more effectively do the service which they were accustomed to during week-ends and other tern holidays. The summer months in this country are a period of leisure and rest for the working classes. This is the season when people enjoy the hard earned leisure after the busy seasons of sowing, cultivation and harvesting. It is the period when the village folk are most prepared to meet, listen to stories and read interesting and useful books, so that they might while away the time hanging heavily over them. And this is also the period of long vacation for students. Would it not therefore be a pleasant and easy and useful occupation or rather pastime for senior students especially, to help their friends and relations in the village with the books?

The task really seems to be a pleasant one. The very imagination of being in the company of eager readers forgetting their idle hours, and deeply absorbed in the books between their fingures is enchanting indeed. May God bless our schools in this new piece of service!

LIBRARY SERVICE AND ELEMENTARY SCHOOL TEACHERS

By

S. JAGANNATHAN,

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A library has been recognised as an indispensable adjunct to education and in all work connected with social service and uplift of the masses. To all those who are educated it has been proved to be an essential pursuit and it is necessary to preserve the habit of reading. To teachers of elementary schools, the library is indeed a valuable friend who keeps them in touch with up-to-date information and helps them to guide the children and all those villagers who come under their influence. It is here proposed to outline some practical experiences of library service among children and labourers who came into touch with the writer.

Beginnings of a Children's library

In the year 1917-18 when I had to teach the mother tongue to the children of the fourth class (now fifth class) that the idea of starting a small library for children suggested itself to me. It was found necessary that the children should acquire the reading habit by reading short story books apart from their prescribed text books which invariably contained lessons on the lion, the coconut tree, a tiger hunt, the camel, tea or coffee. The idea of forming a library was suggested to children who readily fell in with the proposal and the pupils brought two annas each towards the purchase of new books for the library. Thus with the collection of Re. 1-6-0, fourteen books were purchased for the library and these were kept in circulation among the pupils of the class. Books were also presented to the library by children. The teacher pursued the work by getting specimen copies of story books and adding them to the library. Thus from small beginnings the library grew up and thereafter books were purchased for the library year after year. As time went on, a necessity for a catalogue for pupils was keenly felt and carbon copies of a manuscript catalogue were made available for them. At present they are being printed. The fact that extra books for home reading are stocked in the school and lent to childern came to the notice of some literate mothers and they instructed their children to bring books for them.

A children's Illustrated Weekly

Books alone do not stir up children to employ leisure hours. They want other things to handle or play with or to interest them. Such a desire on the part of the children must also be taken into account. One important adjunct to the library is the Children's Newspaper. This idea struck me just after the Golden Jubilee of 'The Hindu'. A four page handwritten Children's Illustrated Weekly was issued every Friday from November to March for two years. The contents were, short puranic stories, notes and news from the dailies, a nature calendar, health jottings, riddles, puzzles, hobbies, etc. This paper was profusely illustrated with suitable pictures from the several illustrated weeklies, dailies, etc. Enquiries from several places came for a specimen copy of this Children's Weekly showing that its want has been felt by others and its usefulness recognised.

A Children's Club

Two years ago, while a teacher had taken leave for a month, the class teacher had to engage his class all the time. A profitable use of this extra time was made by teaching children some number and language recreations. There is no provision for such recreations in the scheme of work or time-table though these are

an application of the school work. After the return of the teacher it was found necessary to continue these recreations and the necessity was forced upon the teacher to form a Children's Club. The children readily agreed to it, they opened a register of attendance, collected subscriptions for water pots, and procured pictures for their club room and thus pursued the work. In the evenings they took to outdoor games. Some children were taught some new indoor games as well.

Other requisites

Library service for children will not be complete if it does not take into account the need for providing children with charts, pictures, picture books and picture puzzles which attract children in a general way, interest them and induce them to use the books. Thus in some measure the ideas of a Children's Corner in one of the big libraries of Baroda as described in the Modern Review (October 1930) are being slowly achieved. So a teacher who desires to help children to acquire the library habit will do well to try and organise his library on the lines indicated above.

It will indeed be a valuable thing to maintain a list of books which form the Children's favourites as this will be a helpful guide in publishing a list of books for a children's library. Another useful hint to keep in mind is regarding the get up of books. The books must have thick covers, thick paper, and good pictures and must be in bold type. If these are insisted upon before they are used by children, the publishers would be careful in printing and publishing. This itself could be a great subject for discussion.

Holidays and library service

At present most children simply waste the holidays. Even the text book knowledge is partly though not totally forgotten. Libraries would certainly supply this break in school. Children do naturally take books for short holidays. But for long holidays teachers have to make a special provision for running a holiday library. If the school library should be made available, failing which the teachers themselves can collect books, from a library and invite children to it. The supervision work of the library can be done by turns among the teachers present in the locality. On some days the children may be treated to some interesting story-reading.

Library service and Adult Education

It may be useful here to narrate briefly some of my experiences with the library of an Adult Education class. The labourers being religiously inclined are in need of books such as Ramayana, Mahabaratha, and the Skandapurana. Easy editions of these stories have to be furnished to those who are just able to read while bigger books with details have to be given to advanced readers. There are many others who are fond of Ballads and Novels. A register showing, the books read by adults is being maintained from which could be seen the favourite books among adults and the tastes of each adult.

During holidays study circles and reading rooms have to be organised for the benefit of the adults and to keep them in touch with books.

People expect everything to be done for them free. For sometime it has to be so, till the people are awakened to a sense of responsibility. Poverty and ignorance of the masses are two factors that any social service worker has to contend against. The organiser has to take pains to get these books properly returned to the library. After it has become popular a nominal library membership fee may be levied.

Travelling libraries and Study Circles

Where there is no adult education class with a library attached to it, there will be a necessity for opening study circles in a number of centres and these will have to be provided with books by the travelling library organisation. Books have to be given and got back and new books have to be lent afterwards. A competent reader has to be found who could read these books to

the adults who cannot read. A Panchayat or a Village munsif may be entrusted with the work of supervision of these study circles. There should be some understanding between the Panchayat and the travelling library organisation in the matter of careful preservation and handling of books.

Village Central Libraries.

In bigger villages with a proportionately good percentage of literates a central library may be instituted. This requires a sound organisation of the affairs of the library. The first requisite is a good librarian. The organiser of the library service is not merely a compiler of a catalogue or a custodian of books though these form a part of his work. He must be imbued with a desire to come in contact with children, men, women, labourers and others who are literate and be able to move with them and guide them in their reading. He must be acquainted with their houses and announce the new arrivals in time. He has also to arrange for study circles in the locality, to pick out competent readers and supervise these centres. He must himself be a willing reader to a group. He must get to know the tastes of all people of the village and must have exercised his choice so as to meet the needs of all their tastes. He has to be certainly alive to the latest publications by keeping in touch with the travelling organisation or any Central Agency.

A 'Newsboard' must be prominently hung in the hall. Newspapers and Magazines must be made easily available to all. Women folk who cannot come to the library must be supplied with books in their own houses. The needs of people who may visit the village for holidays will have to be attended to also. Thus there will have to be different sections and some honorary workers to supervise these sections.

List of Suitable Books

From the experiences gained in all these directions of library service it will be possible for an organiser to compile a list of books suitable for such libraries. This is indeed a valuable work which the organiser could undertake and pursue. Registers maintained in the different branches of library service on the lines indicated in the pragraph on 'Library service in relation to the labouring class', will serve as a key to the preparation of such a list. Hence a training in library service will be valuable to the workers, organisers and teachers interested in this form of social service.

The workers must meet now and then and from their experience suggest to the Central organisation the lines on which new books should be written and the subjects on which new books should be publised. For example the teaching of general knowledge subjects to children requires the use of not only the present text books but also the preparation of picture books, pictures, charts, etc A Children's illustrated weekly is also a necessity. A strong case can be made out for the publication of a 'Children's Treasury' for the use of the children of the lower classes. Thus even the youngsters can form this much needed library habit.

Opportunity for Elementary School Teachers

Elementary school teachers have a great opportunity for social service opened to them through this form of library service. They have a right place in any form of useful work calculated towards the uplift of the masses. The use of acquiring knowledge consists in transmitting the same to others who require it, and this ideal should always guide the teacher. Thus he will be showing that he is first ready to give before he asks for himself. In taking to this library work the teacher may feel handicapped at the beginning for want of books and helpers. He can go on collecting books available from the educated people of the locality and appeal to others for giving books to the library. He may also approach people for newspapers and periodicals. Apart from his learning and teaching

children he will be learning much by his contact with men who are themselves valuable "books of experience." He may volunteer himself as a reader for any study circle.

Library Service and the Village as a Whole

People doing this form of library service can also serve the whole village. This service does not narrow down itself to merely issuing books. It also aims at spreading knowledge in the whole village. Organisers of library service in villages can arrange for village dramas and they can try to remove the slangy dialect prevalent in some of the street plays and make them more dignified, and educative. They can also arrange for Kalakshepams, Harikathas, Bajanas or entertainments and take the whole village with them. Thus library service can extend itself and bring enlightement to the whole village.

WALTER HOFMAN'S CONTRIBUTION TO LIBRARIANSHIP.

The ordinary public library has to deal with its readers in bulk; Herr Hofmann's aim has been to establish a personal and individual relationship between his library and each reader who uses it, of such a kind as will enable the reader fully and directly to satisfy his cultural needs.

This interesting reform in the Library Service of Germany dates back to an experiment some twenty years ago in a suburb of Dresden—Dresden-Plauen. It was due to the extraordinary insight, or it might almost be said divination, of the wife of a large factory owner that the exceptional gifts of a man then working as a simple engraver were called to the fore. His gifts lay in the direction of a theory and practice of adult education, coupled with much skill in practical and technical organisatien.

A crculating library for the use of the workers in the factory at Dresden-Plauen was to be founded, and Walter Hofmann, engraver and general lover of art, was unexpectedly called upon to take over the task of furnishing and installing it. Maybe Carlyle's theory that a man of great gifts may develop according to circumstances into prominence in any given field has proved true in the case of Walter Hofmann, though it is difficult to conceive him otherwise so successfully engaged.

The experience gained in the Dresden-Plauen works library was applied and extended when, in 1913, Herr Hofmann was appointed director and chief librarian of the new municipal library at Leipzig. This library, with a book centre associated with it, has developed into a living centre of adult education through the spirit with which it is imbued and through a standard and method of book distribution entirely peculiar to itself.

"The literature a nation has produced must be brought within reach of all in such a way that it may become the inner possession of any person, not merely the prerogative of a certain section of the population." These words of Walter Hofmann might apply equally to an adult educational venture; they prove how inextricably his idea of book distribution is united with that of education. "We are induced to create a library of this kind to he'p him whose spiritual and mental welfare is endangered and whom we are yet able to assist" he continues; but in order to realise his aim of opening up the literature of the nation to all, "an economic social as well as spiritual regeneration" would be needed. Walter Hofmann is far too practical a man to indulge in cogitations or to embroider on theories. He recognises that this regeneration desirable as it may be, is not as yet within reach, and he very clearly defines the limits of his work. As he cannot educate the masses as a whole, his appeal is to the receptive among them, to those whose spirit urges them towards the acquirement of wisdom, but who lack opportunity. In all sections of society there are such, but only one small section has full possibility for actual attainment. Then, again, though the adult tutorial class may offer some what the university proper may offer others, not all feel attracted towards attending classes; some prefer silent communion with a teacher or inspirer, and this silent communion may be furnished by books from a library.

While many may desire the assistance of a library, few have the capacity of discrimination in their choice of books. The problem, therefore, resolves itself into the best means of putting the right book into the right man's hand and, added to this, in the right atmosphere, an atmosphere conducive to the education the seeker is in need of. The problem is spiritual, an intellectual and a technical one, though the technical side of the work is developed in the Leipzig Library and Book Centre with all the

devices that modern ingenuity can conceive, "the technical work must ever be subservient to the intellectual.'

In Herr Hofmann's epoch-making book, so often quoted in these pages, he sets forth briefly and clearly the basis of all his work. He challenges the generally accepted idea that a public library must be "democratic," *i.e*, that it must represent all and every type of literature, that it must aspire to satisfy every demand, that its ambition must be in quantity, both of books in possession and readers in membership, without primarily a regard to quality in either. The public libraries of the Anglo-Saxon countries led the way, as did University Extension work in adult education. But just as the tutorial classes of the Workers' Educational Association were built upon the latter and drove their appeal home to the few urged by an aspiration for knowledge, so the People's Library rises from the former and sees its mission in supplying the few rather than the many with a quality in books rather than with a quantity. In *Der Weg zum Schrifttum* Herr Hofmann stresses the various points to be observed:

(1). THE SELECTION OF BOOKS FOR THE PEOPLE'S LIBRARY.

The intrinsic value of a book must decide its choice. The library must contain books of this kind only. There must be no compromise here. The forces at work during the latter days of brilliant western civilisation were not all forces of true culture, nor does much of what appeals to us of a bourgeois, individualist age appeal to those whose sphere is entirely different; it is not within the scope of actual experience and consequently not alive. What the working man needs is real value; sincerity, not brilliancy; depth of undertanding, not accumulation of fact, will rouse his creative capacity.

With this borne well in mind and on a basis of careful study of records of the readers' interests and studios' cultural research, the selection of books is determined. There can be no competitive feeling between these libraries and the general Public Libraries, as both can exist side by side and cater for different circles. The People's Library will, it is to be hoped, engender a widespread desire for quality.

(2). THE CATALOUGING OF BOOKS ACCORDING TO CONTENTS.

This must be done in such a way as to assist a sense of discrimination and discernment in the reader. Books will not be catalogued alphabetically in entirety, but in descriptive, divided sections. This is particularly original in books of fiction where divisions are made according to several different points of view—for instance, according to local colour. A reader can therefore at once perceive whether the books of fiction he has decided upon will lead him into familiar districts or to those that are more remote. He will recognise at a glance, too, whether the book is based upon a certain world outlook, whether it is a book of adventure, a story of life, a comic story, etc. The catalogue is a mute adviser. One of the many interesting proofs of this is the selection catalogued under the heading "Books of Life." It is a descriptive selection of standard books of fiction, estimated as such by the Leipzig Book Centre. For people interested in the kind of fiction offered the ordinary German working-class reader of to-day this catalogue easy of access to anyone would be worth a glance.

As a whole, the catalogues are designed and destined to represent a picture of the culture and taste of the pick of the average German workman and bear witness to his particular needs and desires. At the same time, they are, so to say, educational documents, presenting the subject matter of the education offered the adult reader. The cataloguing is the latest development of Herr Hofmann's work and therefore not so minutely described in the present book, though some future edition that will comprise this sphere of his activities as well may be looked forward to. For the present, it will be necessary to refer to other writings of his.

These catalogues and the books they advertise are kept in stock in the bookshops of the Centre and are thus available for all People's Libraries in the country at short notice. It would be good to see these bookshops made the places to which educational bodies outside Germany applied for their educational requirements.

The catalogues will increasingly reflect the public taste and temper, for the library is gradually becoming the main source of inspiration for book lovers, students and scholars. The pauperisation of the intellectuals will lead the scientist, poet or inventor to the library as well as the ordinary reader. He will find the Leipzig Library a real store of treasure and not a conglomeration of volumes offering popularised versions of Science and Art with indiscriminate pandering to all tastes in the much-demanded realm of fiction.

(3). STRUCTURE OF THE LIBRARY.

The section of the work is in many ways the most remarkable, for in it is perceived the basis of the whole conception; the attempt to place the right book in the right hand and at the right moment. For this to be successfully performed it is necessary to have a go-between, a magnet to draw the right book to the particular hand, and one so sensitive to atmosphere that the right moment for this will be instinctive. This magnet is the librarian himself; failing him, the above-described form of catalogue. By a most carefully devised, wonderful, invisible net work of organisation the Librarian of a library on the Leipzig model, alert the moment a member enters the premises, can seek by every means in his power to establish contact with the reader—contact of a nature that will prepare the way for the mutual understanding between Librarian and Reader that there is between Tutor and student in a tutorial class. Ample occasion for this is furnished through a stipulation that the reader shall fetch and return his books personally, neither by messenger not by any system of written application. But the librarian needs the kind of tact that Ruskin compares with the mimosa among plants, a talent rare indeed and yet essential to the success of the work.

The reader is furnished with a book register that he keeps himself. On this he registers what he has taken out of the library and compiles a waiting list. This register is handed to the librarian to be checked on the return of each book, and he, being immediately confronted with what has been read and the waiting list, can more or less gauge the standard, taste and interests of the person before him. Arrangements are made for the reader to meet the same librarian on each visit so that the trend of advice offered is continuous. This, too, has been the sources of many a real friendship between librarians and readers. By small, simple, almost imperceptible technical devices it is easy for the librarian to discuss the book read or to suggest another, while techinal contrivances again enable him to remain with the reader during the whole of his visit to the library. In a moment, through certain signs by the title of each book on the reader's card, a card register can be referred to which is immediately at hand and which is so practically and adequately ordered as to enable the librarian to draw the card he is need of at a glance. The card he draws will tell him not only whether the book he requires is in the library, but will furnish him with certain facts in connection with the book, or a similar one, that will provide food for intelligent and productive conversation with the reader. The ideal is, of course, that the librarian should be personally familiar with the contents of each book and in time become acquainted with the propensities of each reader, but, this being impossible in a bigger library, mechanical help must be employed. When the reader's choice has been definitely made, the mere calling of a number enable the assistant to produce the book without delay while librarian and reader are still chatting.

The Leipzig Book Centre has its own training college for librarians or People's Libraries. It sends out lecturers to remoter districts. It has a department from which technical appliances of the best material can be procured. It has an advisory and information office, its special book-binding organisation, its own magazine, its book criticism and selection department. It has its special bookshop, with a branch office in Berlin, from which People's Libraries may obtain the standard books at as reasonable a price as possible, and it has its statistical department. The statistical department, with its comprehensive and carefully-planned chart records of the various reading of men and women of all classes and occupations at different times of life, will provide much material for psychological reasearch with regad to library work in particular and adult education generally. The bookshops may have far-reaching influence on the German Book Ring.

The library proper, with its splendid collection of standard books, its reading room with books of reference and magazines, waiting room, little reception room where new members may sit quietly to fill up application forms and ask a question or two, though an independent organisation, adds a crown to the structure of the Book Centre. It is a livicg example of the realisation of the theories of the Book Centre and the success of the whole is greatly due to the close association of these two organisations.

The Leipzig Municipal Library to which the Book Centre is attached was called into being in 1913 when money was plentiful and buildings solid and spacious in Germany, and the original apparatus is therefore of pre-war quality and calibre.

There are now many smaller People's Libraries after the Leipzig pattern in different parts of Germany; some are new ones, some are old ones remodelled, but they all draw their inspiration from Leipzig, which is the one big institute of its kind in the country. Much recognition is due to the town of Leipzig for the aid and encouragement it has shown this exceptional piece of work, the upkeep of which is allocated to it alone. It is greatly to be hoped that the financial straits of every German authority, whether central or local, will not make the position of this library a precarious one.

The Book Centre is also the centre of a Union of librarians, friends and promoters of People's Libraries, not only in Germany, but in America, Czechoslovakia, England, Holland, Sweden, and Switzerland. Its aim is the deepening of the idea of People's Libraries, the development of which must make them an instrument for adult education. This aim is pursued through the training of workers in the cause, through research, through offering information and advice, through publication, the selection of standard books and the the production of adequate technical equipment.

There are many who look askance at the seeming arbitrariness of Herr Hofmann's methods: they challenge his autocratic decisions, smile a little at his tutorial design in his selection of digestive fare for the minds of his readers, but a close view exposes the depth of understanding, the intensity of purpose that urged him to hope that the true People's Library will not be "a machine for the dissemination of the fruits of culture, not a machine at all, in fact, but an organism in which—may we venture to say—" there is a soul."

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CHILDREN'S SERVICE IN PUBLIC LIBRARIES

By

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Systematic, specialized library service to children began about forty years ago. Now it is a distinct unit of work in practicallly all good public libraries except the very small ones. It is a unit organized to meet the demands of a special group of people who, though limited in experience, are none the less entitled to good reading, authentic sources of information, and dignified aid in using this material. The book collections include books on nearly all subjects and the best of the current children's magazines—a variety of material to meet the wide range of children's intellectual interests.

In the rooms set aside as the centres of this service, children find a world scaled to their interests and to their point of view as individuals. Sympathetic, trained adult judgment is responsible for the selection of the books and attractive physical features, but once that selection is made the children are free to use and enjoy it, without interference, and with only such guidance as they seek. It is the voluntary feature, this sense of being left alone in a pleasant pasture, that accounts for the hold which children's rooms have upon reading children, and which attracts the non-reading child. The librarian does, however, stimulate and guide reading by story-telling, by exhibits, by distributing reading lists, by talks to classes in the schools and to individuals at the library, and in many other ways. The influence of children's rooms is further extended through co-operative activities with any organization that touches the lives of children and young people.

In large urban centres a network of children's rooms in branch libraries is spread throughout the city. Each room is adminstered by a trained children's librarian under the general supervision of one director. The branch children's rooms take on the color of the districts they serve, meeting the racial, economical, and social conditions in a variety of ways, but always with books as the ultimate goal. The foreign children of these districts find in the children's rooms a respect for old world traditions as well as incentives for adopting those of the new world and a sympathetic understanding of their problems. Branch librarians have made a succesful effort to develop the library as a neighborhood institution, and to respond to juvenile interests and attitudes.

Shools are served through the children's departments of public libraries by wide and varied methods of co-operation, according to the extent of the development of the school library system. Books are sent to class rooms, often to parochial as well as private schools. Permanent school collections are supplemented by books from the public library and instruction in the use of the library is given by the librarian. Furthermore, classes visit the library for research material, for instruction in the use of technical aids, and for recreational reading.

Much remains to be done for the boys and girls who have ceased to be children but are not new adults. Adolescents are surrounded by a vast arrary of new influences, particularly commercialized forms of recreation, many of which are unwholesome and degrading. With these influences, the quiet relaxation, the calm mind, and the contemplative and inquiring attitude, which accompany the use of books, are in direct competition. But they cannot win unless a real love of reading and a knowledge of books as sources of information have been fostered by the school ; unless libraries have provided the most

attractive physical surroundings, and the most carefully chosen books that are at the same time acceptable to these adolescents: and unless persons with the proper point of view and ability have encouragad reading and helped young people to follow through their own mental projects.

In some large libraries, special rooms and collections are set aside for these intermediates and the staff is chosen for unusual personal abilities to meet and serve this difficult group—a group critical, sensitive, curious and exploring, unconventional in point of view, sometimes intolerant, loath to admit enthusiasms but more likely to reveal them to librarians than to almost anyone else. The gulf of reserve is bridged by the common interest in some book or subject. This work is in many ways one of the most profitable investments of public funds.

The separation of these intermediates, through service in a special room, is by some librarians considered not altogether successful; the chief difficulty lies, they say, in the self-consciousness of these older boys and girls, no longer conten to be considered children or served in a special room, and often insisting upon being treated as fully mature adults. Many of them, and generally those who most need the library service, are averse to being classified in a special group. It is generally agreed, however, that adolescents can be most successfully served if someone widely conversant with both adult and juvenile needs is definitely charged with the responsibility of making contacts with them.

In the small towns or villages which support a library and are unable to afford the services of a trained librarian for children, a section of the main library, or a room, is set aside for the use of children, and the intermediates are admitted to the adult department. The specialized personal direction and encouragement in this case must come from the librarian, upon whom many other duties are incumbent, but the informality of village life, the unhurried mode of living, the intimacy and the lack of distance, give the librarian of the small library opportunities to be of help that are even greater than would be possible in a large city.

Within ten years after the establishment of specialized library service for children, an apprentice class for the training of library workers with children was established at Pittsburgh. This class became a school for children's librarians, the first of its kind in the world. Since that time other library schools have offered courses in the administration of children's rooms and departments, the selection of books for children, story-telling and related subjects. The demand for children's librarians exceeds the supply. Only 7. 3% of the 12,000 members of the American Library Association are children's librarians: but in some cities they administer from one-third to one half of the total book circulation. No children's librarians are listed as members of the American Library Association in eight states and over one-half those registered are concentrated in New York, Pennsylvania, Ohio, Michigan, and California. That there are not more trained children's librarians is probably explained by the lack of high salaries and yet limited opportunity for advance ment; but the profession is not over-crowded, its future is encouraging, and for the right type of person there are undeveloped lines of work.

Library service for children has, in forty years of its seperate existence, proved its usefulness as probably the greatest incentive to voluntary reading, and voluntary enjoyment of books, without regard to credits, curricula, or expected response to tests, questionnaires or other paraphernalia of education. The problem of the children's library is to reach all children. To do this they must employ professional workers, carefully trained to maintain a live, up-to-date, rich and varied book collection, and to prepare original, effective lists, workers whose intelligence and training will prevent their being bound by ready-made opinions. But if there are to be good collections and trained workers there must be adequate financial support.

LIBRARY WORK WITH CHILDREN

By

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This age is peculiarly the age of the child, and librarians, in common with all others who take any part whatever in social work, are growing fully conscious of this fact. The experience of nearly a century in public libraries has convinced us that if we wish to produce adult readers who will make the best use of the literary treasures which are their inheritance, we must teach them to become readers. A body of educationists does not need to be reminded that every child learns to read in the literal physical sense, but between the mechanical faclity thus acquired and the art of reading with intelligence, purpose and profit, there is a gulf fixed that is enormous. In short it must necessarily occur, owing to the very short years of life that can be devoted to school, that the great majority of children have, as it were, a key to knowledge placed in their hands, but have no clear understanding of how to use it.

This brief paper is an attempt to show what is being done in England to catch the child at an early age, and to train him as a reader; that is to say, it is a brief account of the work of the junior or children's department of the modern English public library.

There should be a public library service for children; not a place where books are given out to children and forming a very inconsiderable part of a larger library, but a distinct department of the public libraries service, staffed by trained librarians and providing a lending library, a periodicals room and a reference library for every child of school age. The term of "school age" in England means the child of about five years and the child of eighteen, and all other children that lie between these ages. When these are counted up in a community it will be found that they form perhaps one-third of the entire population One-third, therefore, of the public libraries service may be considered a not extravagant allocation for children, although very few libraries give quite so much as this.

The children's library, then, consists usually of a fine apartment in the public library; sometimes there is more than one apartment. It is decorated attractively in colours and with pictures that are intended to remove the official atmosphere. It is furnished with book shelves which do not exceed five feet in height and can be reached by most children easily; is supplied with tables and chairs, again of a suitable height for their young users. On some of the walls there are green baize screens intended to take illustrations and other unframed pictures. One wall carries a lantern screen, and the room is equipped with a magic lantern, and in some rooms there is an epidiascope or a cinematograph.

The stock of the room is divided usually into three, and sometimes four, large divisions. These are:

1. Books for the youngest readers, picture books, simple nursery rhymes, fairy tales, and other works in large type.

2. Books for the average child of from 8 to 14 years of age containing large numbers of copies of the classics of children's literature, the books which "every child ought to read". In this collection we shall find selections of poetry; the best books which children have been known to read on all subjects, although these books were written in the first place for adults; books on hobbies, travel, trades, and, in fact, this part of the library should be as widely representative as possible.

3. A periodical section containing not only the most refined and acceptable periodicals directly written for children, but also illustrated magazines such as *Punch*, *The Sphere*, *The Graphic*, *The Railway Magazine*, and other ostensibly adult periodicals which all children like.

4. A reference library containing an atlas, *The Children's Encyclopaedia*, dictionaries of all languages, the works of the classic poets, the best books on natural history, history proper, bound-volumes of the best magazines, and so on. This and the periodicals section of the library are for use in the room only.

We have thus a library which in a certain sense parallels the public library service for the adult. In order to make it work effectively it must have a special staff. This is the crux of the whole problem. A successful children's librarian acts as a liason officer between the library and the schools and between the children's library and the adult's library. She should have some training in education, understand children, have powers of attraction, be a sound disciplinarian, and, of course, should have a thorough knowledge of library methods and of literature. She will make contacts with the teachers, visit the schools to discuss how to make the library useful to the children, and will, of course, carry out her main duty in the library itself.

The library should have very few rules, but they should be kept implicitly. The library is open at such hours as the schoool is not working, but not too late at night. Any child is admitted on the recommendation of the head-taacher, who is not thereby made responsible for the books the children borrow, but is made aware of the fact that the child is using a library. The books are lent for home reading for fourteen days or any shorter period at the will of the children. If they are retained over this time without notice, a small fine of one penny weekly is charged, but this may be remitted for good reasons at the discretion of the librarian. The only other rules concern the due care of books, the behaviour in the room, and the prevention of the return to the library of books which have been exposed to infection.

A typical day in a children's library shows the children coming in at the lunch interval. Some of them come to the reference end of the library and pursue their school home work. Others, and probably the greater number at this hour, are intent upon reading the magazines at the tables. A certain number who live at distances from the library take this opportunity of choosing books for reading at home. In the afternoon when the schools are in session the room is frequently used as an extra classs-room by teachers who bring a class from the schools and pursue a lesson in which they use the books in the library. Sometimes a class is brought and a lesson in how to use the library, its catalogues, its arrangement and so on, is given by the librarian.

After school hours the library is open from 4 p. m, until 7-30 p. m., and this time all the reading activities are pursued, but once a week a lecture is given, and on two other evenings it is usual to have a story hour. The lectures are on miscellaneous subjects, but are intended to lead children to read further, and for this reason subjects are chosen which can be followed up in books. The same reasoning applies to the story hours; the stories are sometimes told in series to illustrate classic literature, the great books of the East, and the best literary stories of the world. Sometimes they are readings from books which it is desired to open to the children.

In most library activities the children themselves take part, They cut out illustrations from old books and magazines and mount them to form a large picture collection for use in the schools ; they do the simple procees of preparing the books and issuing them to their fellows, and they help to keep the library tidy. At Crydon there are about forty helpers amongst the children who work regular hours in each library

All holidays are celebrated by special talks and story hours, and at Christmas a whole series of talks lasting a week deal with the Christmas festival, for which the rooms are very brightly decorated. Other activities include a stamp club, a junior dramatic society, parties at the New Year, reading circles and exhibitions, and other things are tried from time to time.

What practical results have accrued? Such libraries have been in operation at Croydon, the town that I know best, for ten years. During that time the average number of children using the libraries has been 16,000 per annum, and each year numbers of them are transferred to the adult libraries. When I say that in the year 1919-20 the number of books issued from the Croydon Libraries as a whole was 583, 971, and in 1929-30 it was 1,553,840, it will be seen that the number of readers in Croydon has increased enormously. Population, of course, has increased somewhat, but in nothing like the proportion that the use of books has increased, and I attribute much of the increase to the rapid development in those years of library work with children.

In summary: Library work with children ought to be the foundation of all other public library work. It must be done in rooms which make appeal to the best in the children. The books must be selected with extreme care, and only after examination. The work must be placed in the hands of librarians who devote themselves to children, who understand them, and who believe in their mission. I believe that the library for the child is one of the most significant things in the education of children in the twentieth century.

THE PHYSIOLOGY AND ANATOMY OF THE HEART OF THE SCHOOL

By

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The name of this section of the Conference and my profession will immediately disclose what is being referred to as the Heart of the School. In spite of my earnest search, I have not yet succeeded in tracing this happy appellation of the School Library to its first author. But, I am sure many of you will agree with me that it could not have been orginated by any Indian, who has spent his childhood in the school-libraries—perhaps one may even add college libraries—of India.

Since anatomy will be dry as bones, I do not want to run any risk by beginning with anatomy and then going to physiology in the orthodox fashion. Hence I take the liberty of inverting the order.

Talking of physiology, it may be well to start from the very definition of the term. The Oxford Dictionary furnishes the definition in these words : ' Science of normal functions and phenomena of living things' The first remark, which comes uppermost in one's mind on reading this definition, is that there can be a physiology only if the school-library is a live one. If it is either a dead one or only an anatomical model to be shown round occasionally to the inspecting officers and others, we can not speak of its physiology, although there may be room to speak of its anatomy.

The heart is the organ that keeps up the circulation of blood and it regulates the circulation in an ideal way ; when we are up from a heavy dinner, it increases the circulation to the stomach ; when we are engaged in racking our brain over the classification of hard intractable books, it distributes a large quantity of blood over the brain. In short it effects a differential distribution to the different organs according to their needs and capacities. It is in this matter that the library most resembles the heart and scores over the class-room as an instrument of education. The class-room method, as it obtains to-day, is largely a mass-method. It is adapted in the main to an imaginary average child. The real individual children are simply lost sight of. This is evidenced by the wide-spread practice of supplementing the school-instruction with private tuition, with all its attendant evils. The defects and the ineffectiveness of such a method are not however perceived, so long as the children are drawn only from the upper strata of society. Such children can get on in spite of defective methods and even without any method. But, as soon as compulsory education brings into the class-room the children from all the strata of society, such mass-methods begin to break down. Individual methods of instruction like the Dalton plan and the contract technique have to be devised and one immediately perceives the need to exploit the wonderful capacity of the Library method to meet each individual child on its own plane.

It is the failure to recognise this factor that forms one of the main blots of our educational organisation. It is the failure to recognise the vital role that the library should be made to play in the new education of to-day that is responsible for the neglect of the school and college libraries. It is the constitutional incapacity of the management, which invariably spent its childhood in the libraryless schools of the past, to see the emergence of the new education and its implications, that appears to make them plead that the purse has run short just when the

library is reached. It is one of the primary duties of us, teachers and librarians, to get for the library its rightful place in the schools and colleges.

To resume our study of the phsiology, the blood that is circulated from the heart is by no means a simple liquid. It is a complex substance, with solid as well as gaseous constituents. They are all equally important although it is only the liquid constituent that is popularly known. So it is with the material that the heart of the school has to keep circulating. The materials of a school-library may be grouped under three heads :

(i) The relatively permanent materials,
(ii) The fugitive materials and
(iii) The extension materials.

The relatively permanent materials are of three types (i) the ordinary books, (ii) the reference books and (iii) the periodicals.

The ordinary books must be rich in their variety as well as in their get up. It is wrong to be obsessed by the notion that children like only fairy tales and other cock and bull stories. The interests of children have an extraordinarily wide range. We have only to put down on paper the endless variety of questions that a child puts before our impatience or overbearing attitude snubs or silences it, to understand the width of its interests. Reference books like the Dictionary of Costumes, the Book of Knowledge, the directories and the year-books, are a source of delight to children. Each School library should have a good collection of them. There are now several children's magazines in the market. Each school should subscribe at least for a dozen such magazines. No school should delude itself as having built up a library by simply putting together a number of specimen copies of text-books, perhaps, discarded by the teachers as not worth private appropriation.

Next to variety, the physical get-up of the book is far more important in a school library than even in an adult's library. The horrid, hin, paper-covered, pamphlet-like books, which from the bulk of our school collections, should give place to fair-sized books, well-bound, well-printed and well illustrated. The abysmal ignorance of some of our dispensers of education about the present-day book production is such that they argue with perfect self-confidence that a foot-length of shelf can invariably accommodate 70 or 80 children's books. They either refuse to believe or express surprise to hear that the majority of the children's books of to day are comparable in thickness to adult's books. It is usually due to the use of thick paper, large type and profuse illustrations.

The fugitive materials of a library are (i) pamphlets. (ii) clippings and (iii) picture collections. It is best to take the co-operation of the school children themselves in collecting and sorting such fugitive materials. It may be best to discard them periodically and build up a fresh collection. It would be a good training for the children to classify such fugitive materials and file them properly. The building up of such fugitive collections may not cost anything. Illustrated pamphlets like those published by the railway companies, steam ship companies, illustrated catalogues published by the manufacturers and traders and illustrated hand-books published by the Consuls and High Commissioners of different countries can be obtained for the mere asking. Adults may not find much in them. But they are of immense interest to children and may help them to gather a good deal of information to satisfy their insatiable curiosity. Clippings from newspapers and magazines that are discarded by adults are a source of great educative enjoyment for children. Collections of postage stamps, picture post cards, cuttings of illustrations from newspapers and magazines can also be got without much cost. Materials of this nature can be of immense use in making the class teaching realistic and concrete. Their value is further enhanced by taking the help of the children in collecting, sorting and filing them, as suggested already.

Turning now to the third group, the extension materials consist of lantern slides, cinema reels, maps, photographic collections and similar materials of a permanent nature but other than books. It is not necessary for me to make out a case for their daily and hourly use in class-rooms, if teaching is to be effective. I should only like to say that the sad fate of disuse which commonly overtakes them, soon after the enthusiasm, engendered by their collection, dies out, may be avoided if they are put in charge of a central agency like the library, whose outlook is perfectly modernised with the first law of library science "Books are for use and all library-collections are for use." I know schools and colleges where each department has a lantern and some slides. But they seldom see the light of day. They are made to literelly rust in locked cupboards. In one of my recent visits to a town with two schools, I had sent word that I was bringing slides and that I wanted a lantern to be kept ready for my lecture. I got a reply that there was a lantern in each of the two schools and a third one with the health inspector of the taluk-board and that one of them would be placed at my disposal. On arrival at the town, just five minutes before the meeting, I found all the three lanterns in attendance and a huge crowd of more then five-hundred people assembled to see the pictures, as they had seen such pictures only once and that too some years ago. But to their disappointment and my dismay none of the three lanterns would work. One had the jets hopelessly clogged, another had its lens rendered translucent, though not opaque, and the third's malady was not easiby diagnosable. The crowd was getting restless and the presence of the District Educational Officer threw the teachers out of their nerves and the lecture had to get on unaided by the lantern. On enquiry, it was gathered that the lanterns were once thrust on the schools partly by the enthusiasm of certain educational experts and partly as a result of the promptings of some business interests. But, they had not been given any slides apart from the few complimentary slides received with the lantern.

The ideal arrangement will be for the public library of the place to build up a good, representative, growing collection of these extension materials and for each school to borrow them from it through its own library. I have seen an English Borough Library having a collection of about ten-thousand photographs relating to the different countries of the world and lending them to the schools in its area. You can easily imagine how effective geography teaching will be in such schools. Till we get public libraries, our school libraries should take their place in building up such extension materials.

Apart from the blood whose circulation the heart keeps up, there is a certain vital force associated with the function of the heart itself and also in the various parts of the body to enable them to absorb the nutrition circulated in the blood. So it is with the heart of the school. The human elements of a school-library constitute the vital force. They fall into three categories ; (i) The management (ii) The librarian and (iii) The children.

If the School Library is to function properly it is necessary that the management and the headmaster should lend their support to its development. Much will depend on the headmaster's faith in the affair. He should give a proper room for housing the library. He should give it the necessary furniture. He should allot suitable hours for each child to enjoy independent study in the library. It is in his power to so work out the curriculum that the teachers can freely draw on the library resources of the school and link them with the daily lessons. Indeed the best thing that he can do for the children is to induce in them a zest for the habit of reading. The facts with which he may cram their heads will drop out in course of time. But the library habit, which he induces in them, will be a lasting life-companion, which

will enable them to find out the facts thay want, as and when they are required.

All this must mean some finance. The management must vote the little money required for this vital part of school service. The headmaster may have even to shoulder the task of educating the management about the need for an adequate library allotment in the school-budget. Perhaps, much can be done to create a favourable public opinion in this matter through the Parent's Association associated with the school. Apart from getting money the headmaster should spend his library allotment in the most economical and productive manner. Perhaps, he may, with advantage, consult the experienced library experts of his region in this matter. There is one thing on which no headmaster of a school or a college should waste his meagre library allotment. That thing is the annual or biennial printing of a horrid alphabetic list of books under the tittle 'Library Catalogue'. Such a catalogue serves no purpose. Or if some contend that there may be some purpose, it can at least be asserted that the benefit derived is quite out of proportion to the money and labour that it consumes. When I argued about this to a Principal-friend of mine, he said that his college did not lose in the matter as every student was compelled to buy a copy. It is a very narrow view to take. If he can force every one of his students to pay half a rupee for the library, let him use it for better purposes and for serving the students in a better way than with this unwanted ephemeral list.

The next human element is the librarian. The ideal is for each school to have a trained full-timed professional librarian. Till such an ideal could be realised, each school should put its library at least in charge of a graduate teacher. This teacher-librarian should be given less of teaching work than others and he should be deputed to take a rapid course in Library Science in a Summer School of Librarianship. The management should give him the necessary facilities—leave with salary and travelling allowances—to undergo training in such a school. The Madras Library Association runs one such Summer School in the months of April, May and June and awards displomas to those who successfully complete the course and pass the examination at the end of the course. Cases have been brought to my notice of teachers so trained being taken away from the library-charge on ultra-academic grounds. Such ruthless acts are due to an utter disregard to the interests of the school and its children. Such things should not happen.

Until each school puts its library at least under such a trained teacher-librarian, the school-librarary will not function properly and to that extent the service rendered by the school to the community will be the poorer and the library of the school will not establish proper and sympathetic contact with the children of the school, who constitute the third class of human element that we mentioned. As it obtains now, it is usually the drill master or the drawing master that is asked to look after the library, if there is one. In a school, that I knew, the stoutest and cruellest of the staff who was known as the Mohammad of Ghazni in honour of the number of his unsuccessful attacks on the Matriculation portals of the University Citadel was marked out as the guardian angel of the library. And, he proved to be a zealous guardian. When an inquisitive child of the school picked up courage to appreach him and ask for a book for 'extra reading' it was late in the evening and he was dead tired after the day's task of teaching for six hours.

'What do you want?' thundered the Mohammad of Ghazni, almost scorching with his reddish eyes.

'Peeps into many lands, Japan. Sir,' stammered the child.

'How many marks did you get in the last Quarterly?'

'Fo-Forty-two out of fifty. Sir.'

'Go and get the remaining eight marks before you can think of extra-reading.' came forth the

emphatic injunction in company with the right-hand fist of the Mohammed of Ghazni, which settled on the forehead of the quivering child with such painful force, that the child ran away sobbing—never, never to return to the library.

If the school believed that the BOOKS WERE FOR THE USE of the children, would it have consigned them to the care of such a frightening monster? On the other hand, would it not have put them in charge of a charming children's librarian, whose specialised training and sympathetic outlook, would have attracted all the children of the school to what is now rightly called 'the heart of the school' *viz.*, the school library. Then, how different would have been the reminiscences of the children of the school! Consider, for example the pleasant recollections of a New World contemporary of our sobbing child. "I can almost say that I owe to the library the greatest mental stimulus of my life. The picture of that Librarian's intelligent grey-eyed face, the very odour of the library room itself are indelibly impressed in my memory. Personally my debt to the library as an institution and to librarians as a class is a greater one than I can ever hope to pay even with everlasting gratefulness."

Now, we may turn our attention to the anatomy of the heart of the school. It may be advantageous to study the parts first and then view the library as a whole. Such a preliminary study should cover (i) the book-racks (ii) The gangways (iii) The reading room (iv) The librarian's enclosure (v) The windows (vi) The entrance and the exit and (vii) the other equipments. Before dealing with them, it must be stated at the outset that the library should be designed to work on a safe-guarded open access basis. This assumption will have profound effects on all matters connected with the library. For example, in an open access library, there is no need for providing the book racks with locks and doors. Further, for the sake of definiteness, taking a school with 500 pupils, I shall assume that we must provide shelving for at least 6,000 volumes. I shall also assume that, in order to accommodate a whole class at one time, the reading room should have at least forty seats. Library-talks for larger groups of children will have to be carried on in the general assembly-hall of the school. It is also assumed, in what follows, that the library staff will consist of one member only.

(i) Book-Racks

It is desirable to make all the book-racks exactly alike. There should be no edges at the corners inside the shelves. This can be secured by the use of Tonk's fittings. The standard unit-rack that I have designed for the Madras University Library has two faces. Each face has two bays, so that the unit rack is a four-bayed rack—two bays on each side. While the height may be 7 feet in college libraries, it should not exceed 5 feet in school-libraries.

The detailed dimensions of and specification for a school-unit are as follows:

(*a*) External dimensions 6 ft. 6 ins. × 1 ft. 6 ins. × 5 ft.

(*b*) Three uprights, each 2 ins. × 1 ft. 6 ins. × 5 ft.

(*c*) Five shelf-planks, each 3 ft. × 8½ ins, × 1 in.

Two of these are to be fixed-ones—one near the top and the other near the bottom. The other three are to be moveable ones supported by Tonk's fittings, so that they can be adjusted to an inch. It may be an advantage to provide two spare shelves for each unit.

(*d*) The book-rack is to have sanitary bottom *i.e.* the lowest shelf is to be fixed at a height of 6 ins. from the floor, to facilitate cleaning the floor beneath the rack and easy vigilance. The topmost shelf is to be fixed 6 ins. below the top of the uprights.

(*e*) To prevent the books on the shelves in one face getting mixed up with the books on the corresponding shelves in the other face, an

expanded metal partition is to separate the two faces. It is to accommodate this frame that the planks are made only $8\frac{1}{2}$ inches broad, thus leaving a gap of 1 inch in the centre of the rack. The expanded metal partition is to begin only from a hight of 6 inches from the lowest fixed shelf and go right up to the lower side of the uppermost fixed shelf. The advantage in beginning it only from a height of 6 inches from the lower-most shelf is that giant folios, which are more than a foot broad, can be made to lie flat, on the bottom-most fixed shelves, extending from one face to the other. If the expanded metal is of steel and not of brass, it should be coated with an anti-corrosive paint.

(*f*) The front edge of each shelf is to have a wedge shaped groove cut in it, to hold the shelf-cards. If the groove is carefully cut, the shelf-cards can be easily slided from end to end, as the books are necessarily moved in course of time.

(*g*) The three uprights are bound together by the two fixed shelves. It would be an advantage to reinforce this by means of two steel tie-rods binding them together, one at a height of $1\frac{3}{4}$ ft. from the bottom and the other at a depth of $1\frac{3}{4}$ ft. from the top. To accommodate these rods it may be necessary to make the expanded metal partition in three parts, the rods running between the frames of the parts.

(*h*) It may be convenient to fix spring blind-holders to each bay to hold maps. It has been found that at least 2 maps can be accommodated in front of each bay. The maps will be normally in the rolled-up position. Whenever necessary, they are to be pulled out for reference and then released.

(*i*) It can be easily verified that each such unit rack will have 60 running feet of shelf-space. It can comfortably house 600 volumes.

Hence it follows that a library of 6000 volumes requires ten such units. It will be convenient to arrange these ten book racks in five rows, each containing two racks.

6

It is best to use well-seasoned teak-wood for making the book-racks. Teak is a fairly hard-wood, which is nearly proof to white ants. It is indigeneous to India and not very costly. A unit book-rack, including the cost of Tonks-fittings is estimated to cost Rs. 150.

Steel racks are unnecessarily costly. They are injurious to books especially in tropical countries. In my opinion, the advantage against fire that is claimed for them is pure fiction.

(ii) Gangways

(*a*) Width of gangways between book-racks ; 4 ft. 6 ins.

(*b*) Width of gangways between walls and book-racks : 3 ft.

(iii) Reading-Room.

(*a*) We have already stated that there must be at least 40 seats in the Reading Room.

(*b*) The chairs must be pretty heavy, so that they cannot be easily moved about by the children. It is best to use rose wood. I am not giving the dimensions, as they are dealt with in detail in any book on school furniture.

(*c*) In the case of the tables also, I shall only mention that each child should be given at least two feet of table length. It is best to make the width of the tables sufficiently small, so that children are made to sit only at one of their sides. It is desirable not to make the children face each other.

(*d*) The gangways between the backs of the chairs of one row and the tables of the adjacent row should be at least two feet in width.

(iv) Librarian's Enclosure.

(*a*) Area 60 Sq. ft. say, 12 ft. × 5 ft.

(*b*) The location should be such as to give easy oversight of the reading room and the gangways between the book-racks.

(v) Windows.

(*a*) Windows should be 4 ft. × 5 ft.

(*b*) The window-sill should be at a height of 1 ft. from the ground,

(*c*) Each window should have two shutters :—

(i) Expanded metal shutter on the outside; and

(ii) Glass-shutter on the inside.

The meshes of the expanded metal should be not more than 1 sq. in. in area, so as to prevent (a) the entry of vermins such as rats, squirrels and bats and birds and (b) the unauthorised migration of books from the library, without the knowledge of the librarian.

It would be convenient to make the glass shutter in two parts each part being centre-hung on a horizontal axis.

(*d*) On the wall close to the book-racks and at right angles to them, there should be a window facing each of the six gangways that are formed by the five rows of books-racks. The opposite wall is to be provided with four windows and two doorways.

(vi) Exit and Entrance.

The two door-ways mentioned in (v) (*d*) should serve as exit and entrance doors respectively. The entrance and exit shouid be controlled by wicket gates, operated from inside the librarian's enclosure.

Perfect freedom inside the library and extreme vigilance and restriction at the entrance and the exit are the essential features of a safe-guarded open-access-system.

(vii) Other Equipments.

(*a*) Along the walls parallel to the book-racks, cabinets containing (i) lantern slides, (ii) vertical file cabinets of clippings, pamphlets and pictures (iii) cabinets of accession cards and (iv) vertical file cabinets of office-papers may be accommodated.

(*b*) In front of the librarians's enclosure, the card catalogue cabinet may be accommodated, It can also be made the stand for the magic lantern. The wall may be plastered with white cement and used as screen for lantern lectures.

(*c*) Other parts of the walls may be decorated with lovely pictures and green hangings.

(*d*) It is good to make provision for flower vases to be kept on the children's tables. The children themselves will take delight in making the daily collection of flowers.

From these considerations, it can be seen that a room 40 ft. × 30 ft. is the minimum accommodation that a school-library should have in a school of average size. The official regulation size which is said to be 21 ft. × 32 ft, is entirely inadequate. The accompanying diagram shows, in a rough manner, the fitting up of a library room 40 ft. × 35 ft.

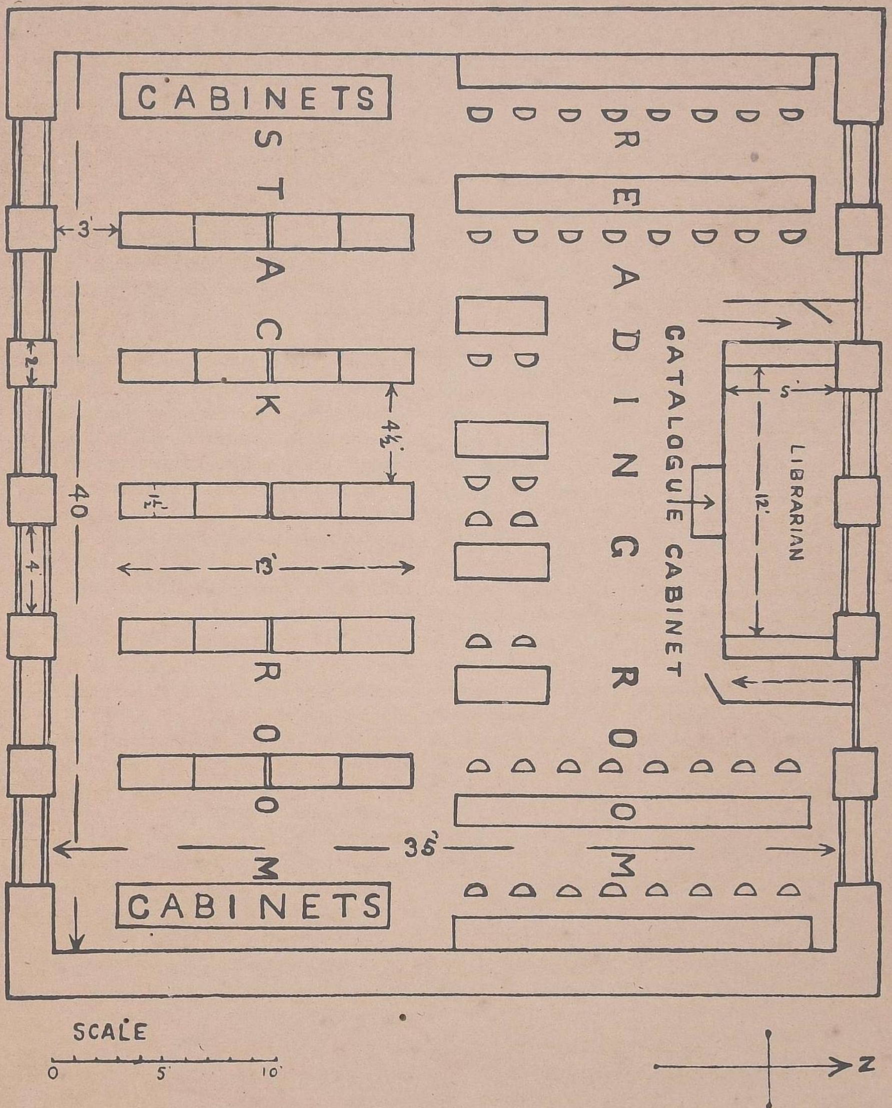
If the anatomy and physiology of a school-library are of such a nature, certainly it can be said to have the right to be called the heart of the school. Every child, on the other hand, has the right to be fed by such a heart in the school. Here is a typical passage expressing the delight experienced by a child served by such a heart in a school and recorded in the ninth volume of the *New Era* :

" It would indeed be a poor life if we had no time to read ; but we have and if we so wish we can change our very existence and be reincarnated into a new one,...

" The Library. Thank God for it, and all its beautiful surroundings and for every thing one gives to it, and everything one gains by it.

> ' There is no solace on earth for us—for such as we—
> Who search for the hidden beauty that eyes may never see '.

" But we have the ' hope, the burning hope ', and the Library ; and with these two we can travel in the realms of gold and acquire knowledge that transcends our understanding."


CABINETS
STACK ROOM
READING ROOM
CATALOGUE CABINET
LIBRARIAN
CABINETS
3'
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40
12'
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N

COUNTY LIBRARIES AS CALIFORNIA SEES THEM

By

MILTON J. FERGUSON

Librarian, California State Library

If the visitors who are gracing our state with their presence will answer the call of the road and here that melody is siren toned as nowhere else—they will soon learn the joys of automobile travel. Smooth roads unroll before one's eyes luring one's motor to forget carbon knocks, and traffic officers. Ribbons of concrete span great valleys, and undulate over foot hills, and spiral into the mountains. Fruit ranches, the bridal perfume of the orange in the air, country homes with inviting lawns, country clubs with the challenge of the 18 holes and the mystery of the 19th, mountains in noble grandeur, forests, and ah yes, trout streams singing their witching song, skies reaching to heaven better than hand colored all of these things and more beyond my telling will be the easy reward of the adventurer. The Los Angeles Chamber of Commerce will give you the whole story-in-poetry; I am only a librarian and labor my prose.

But one thing I will ask you to observe while you step on the gas. It, too, is to be seen on the highways of California from end to end. Like some of the sweetest song birds, however, it proclaims itself in no parrot like gorgeousness of dress: and if the traveller, accustomed to the pipe organ insistence of scenic destroying bill boards, is inept at measuring values, he may for awhile be unaware of its existence. When, finally, its outline and significance have been noted, then it stands out in great relief: it has a story and a meaning beyond its pleasing features. The thing I warn you not to overlook is an enameled sign in orange, bearing within a charmed circle a shelf of books, and the legend "County Free Library, California."

Gold was mined elsewhere, and prized through the ages, before Marshall's ditch diggers came upon those traces of the bright metal at Coloma in '48. But California gold fed into the strong box of the federal government during the dark '60s helped settle a great dramatic struggle in the best way. So, the county library scheme did not rise from the waves of the Pacific: but like that numerous tribe from the middle west which thrives so contentedly in these southern regions, it came to California to grow up, to live an active and useful life. We did not originate the syetem, we merely put it to work.

If libraries were new inventions, like the Ford, the airplane and the radio, no end of investigation, trial, and experiment would be undertaken to determine the most effective methods of operation. Equipment put in at great expense would be scrapped because some new, simpler and more effective way had been found of doing things. Libraries have had a slow growth; they have attracted talent devoted to the cause, but not given to trial and not highly adventurous in spirit. Indeed the course of training though which the librarian is put, with great attention to detail and with a reverent cherishing of printed minutiea would probably make a Lindbergh incapable of trying his wings in the air. He would devote his time to a cataloging of the exploits of the flyers of all time frem Doedalus to the Wright brothers: with an expanding classification to take care of 18 year old girls who fly from England to India Autralia and the moon. So it is clear librarians labour under a tremendous handicap. If we do not show extraordinarily adventurous spirits we should be pitied not censured. The next endow-

ment for a librarary school should be made for an institution which would not give post graduate courses, but rather should inculcate recklessness in librarians, that is, of course, as much as the true library spirit can absorb such a foreign idea.

When accordingly we began to work on plans to provide book service to country people and villagers we tried to put ourselves in the position of the big business man attempting to capture a large new patronage by meeting it on its own ground, or of an engineer who did not propose to be handicapped by current methods, though he would employ fundamental principles. Being essentially American, despite our position on the rim of the continent, we had, of course, to make a law on the subject. And that law, we determined, should express within briefest limits compatible with clearness a plan sufficiently complete to meet all requirements and sufficiently flexible to conform to the variations of our varied units of service. This enactment of 1911 runs to only 17 sections, and aside from the salary provisions has never been amended; nor has any section or part been declared unconstitutional by the courts, or held unworkable by the state's attorneys. Of this fact make no mistake: the system as expressed in this law is not offered as a panacea for library ills throughout the nation; it was made to fit local conditions. It should be valuable, by way of example, for other states to consider in the solution of their own problems.

As we saw it there were a few definite points to be covered in devoloping this new scheme. It is primarily for the benefit of the rural areas; hence cities and towns already legally organized to provide themselves book service are left alone to do as they please. Since it was clear, however, that many smaller municipalities were laboring under a great financial handicap in trying to operate their own plant the law permits them the privilege of coming into the larger unit. That is reasonable, and has been taken advantage of by 61 libraries. Just so the city of Los Angeles has added unto itself the square miles and population of those smaller suburban towns which were unable at a living rate to provide their own water supply. However, towns which elect to join a county library system, may, at a later date, if they become troubled with growing pains, or for no reason at all, elect, like the man who jumped into the bramble bush—but for another reason—to jump right out again. And as quite conceivably there might be in the state counties too small in population and wealth to run their own show, the law permits them, in any sort of combination, to attach themselves to their stronger neighbours. It likewise allows public libraries to take over the job of serving the county; though practice and experience in California point to that plan as the poorer method. Certainly it cannot be held that freedom of action is not possible under this enactment.

In the case of the governing power a simpler and more direct scheme was put into force. Generally boards appointed for that special purpose are given the problem of running libraries. No doubt has ever arisen of the devotion of such bodies to the cause. Too often, however, they have been hampered through lack of power, The California measure seeks to avoid that dilemma by placing the control in the hands of the board of the supervisors. This body by ordinance brings the library into being. It governs all other county institutions; it levies the taxes. There seemed no good and sufficient reason why this board should not have charge of the book supply system; and why it should not receive credit for work well done, or if you please, why it should not be blamed if the library were under-nourished.. To be sure the supervisors are in politics; they must be elected. However, they have shown interest in the library, and they have probably acted upon the whole, with as little prejudice as may be found in other boards. I do not advance this plan as the open door to success in any other state. Here it has worked well.

Next to insufficient support, an ailment from which libraries have suffered more severely than any other—cases of suspended animation are probably known to all of you—the greatest drawback to successful operation is untrained personal. I like to read, I like to sit-down, I hate exertion, physical or mental, I find teaching a nuisance—ergo, I will be a librarian. That reasoning is somewhat out of date, with our insistence upon library school; but twenty years ago those echoes had not ceased to resound. California started the county system with a perfectly clean slate; no one was in office demanding or requiring exceptions to a good rule. Consequently it was easy to make certification a preliminary to appointment. A high standard has been set by the examining board. Several hundred persons have appeared to take the tests, which have not been easy—ask the latest class. But from the group of men and women who have stood the gaff have been selected the librarians whose intelligent and persevering devotion has made the system an unquestioned success.

The law written two decades ago was nevertheless modern. Its sponsors, coming long before Babbitry was exposed as the great American weakness, provided for annual conventions of the county librarians. It is unfortunate that distance made it impractical for this group to get together with Rotarian regularity; but out of those yearly meetings have come about an acquaintanceship and a solidarity which otherwise would not have arisen so promptly and so surely. In this work as in many another calling the habit of getting together, so distasteful to the soul of cloistered bent, has produced a spirit of camaraderie, has assisted in the early solution of common problems, and has stimulated the numbers to a certain wholesome rivalry in service. Ideas are not held as trade secrets. Books with the stamp of local ownership travel freely beyond their home boundaries, and come back to their own shelves promptly none the worse for the help they have given. It is easy to cast your bread upon the waters if your neighbours are not withholding their hand.

How to get the books to the people? That is the job which overshadowed all other problems. If a central collection were opened to the residents of the county it would be the old and futile story of the public library opening its doors to a widely scattered population. The plan presupposed the establishment of branches, a word used to designate any distributing point whether it be a shelf of books or a building, so conveniently spaced over the area to be served that all residents need not go far to reach a book deposit. In fact they are like the scouts of a well organized army always in contact with enemy, rather the friendly public, and prepared to call for reinforcements upon any occasion. Branch custodians or librarians, except in the larger towns, need not be trained. They are selected because of their interest in the project, their personal qualities and fitness. They are paid varying sums monthly, according to time put in; and after a surprisingly short period of service become efficient cogs in the county machine. The librarians weld them into co-operative bands of workers through visits and through more or less frequent meetings at county headquarters. It is a good practice to sit down to luncheon with your staff now and then; food cheers the body, and ideas flow more readily.

I spoke of scouts a moment ago. A good general, except under overwhelming pressure, never leaves his outpost without a line of communication: wires carry orders and information, runner and transport bring up supplies, rations and relief. A county library branch unconnected with headquarters would be in the same dire plight of a squad out of touch with the commanding officer. Telephones are generally available, the mails always. Regular supplies come at stated intervals; special requirements are sent forward as need arises. The county librarians, or in the larger systems branch superintendents

do not sit at headquarters like a spider in the centre of his web waiting for chance offerings; they visit industriously, often taking in their cars the special books requested.

Here a word should be spoken on the subject of book transport. California, despite the fact that it leads all other states in per capita circulation, does not have one bookmobile. This vehicle has great publicity value; I doubt not that it appeals to the public more strongly than the combined arguments of the American Association for Adult Education and the American Library Association in all its ramifications from the Reading with a Purpose Series to the Extension Committee with the findings of Professor Thorndike thrown in. If it only delivered up to its implied promise libraries should purchase cars enough to put the motor car manufacturers on a double shift program. I have not a word to say against the other fellow's getting a Parnassus on Wheels: here, however, many branches receiving frequent supplies from headquarters by automobile, parcels post, by bus and railway give a fixity, a permanence to the library system which cannot be attained by a thing with the come and go of bookmobile. If you need a a publicity tonic in a work which, I agree, has little scare head stuff in its daily round the book wagon is the thing. Or if, like the ice delivery, library funds permitted a daily call upon every customer then the scheme would be ideal. Perhaps it is the goal to work for.

The county system in California, in its inception, thought first of the adult, or at least, the non-school population as its special objective However, it was soon clear that the need of the rural elementary schools was quite as great and as important. Funds which had long been put into the hands of school boards produced nothing which in the wildest imaginings of a mystery author could be called school libraries. Books? Yes, but books made up of so much paper, ink, boards and cloth, not volumes to supplement texts or to catch the childish fancy and lure it on into far places. That whole order of things has been changed during these twenty years. Those funds in the county librarians' control, with the co-operation of the school authorities but the right books in almost unbelievable quantity and quality. Twenty-five hundred districts out of a total of 2,800 are in the fold. Can any story relate more convincingly the merits of a plan in whose participation each district has the sole power of determination? Some librarians feel the burden of such a great specialized service, and are sometimes at a loss as to the right it has to absorb so much of their energy and time. But here, probably, for the first time on a state wide scale we are to have the opportunity to judge whether early initiation of the pupil into the uses of the library, and daily and continuous contact therewith, will give him the power and the incentive after graduation to continue his education. We ought to find out whether adult education for the next generation is to be a dream or a reality, something to engage the highest interests of an organization, a practical working force for the man on the street, or merely an incentive to professional organizers. I am an incorrigible optimist; but I know intelligent planning will be an important ingredient in any success we may gain.

The system started in a natural way. It had a beginning, often a very simple beginning. Always, however, the fundamental principles were insisted upon. In such cases as even slight deviation therefrom was made, there, success was the more uncertain. Direct control, tax support, trained and certificated executives, flexibility sufficient to meet varying conditions, ability to follow natural lines of development: these few and easily comprehended rules bring right results. No stress has been placed upon buildings—even the county headquarters; with the sure expansion of the service all things needed will come. Many publicly owned branches have been erected; in the next decade or two more attention will be paid to permanent buildings.

As I see it one rather considerable danger lurks in the growth to be. Villages unable to

secure for themselves the quality of service so easily to be had through the greater organization grow into towns calling themselves cities. Chambers of Commerce thinking of civic pride rather than library economy are prone to revert to older methods and a building. Real cities with taxable wealth and population may take care of themselves. What we ought to try to instill into the consciousness of the public is the demand for a library service operated on businesslike methods, to displace the query why cannot Blankville have its own library building. It is, to be sure, a question of professional significance: as yet almost any citizen feels capable of running the library, and the newspaper.

You may wonder if the seeds of this system sprouted spontaneously throughout the state. Well, not exactly. The State Library had the idea and in an open, high-minded manner promoted its spread wherever a few interested persons could be reached. In the years that have passed the state centre has acted as the mainspring of the work. There inquiries poured in, there librarians were advised and for several years trained, there books were gathered to enrich the supplies of the local units, and there the workers in the ranks know that expert help is never asked in vain. In the larger vision of the plan the State Library has not made fish and fowl of the other Libraries of the commonwealth: books and assistance are available to all on equal terms. Wherever a library exists in California, whether it be county, municipal or school, it is a service station connected up with the resources at the capital. At best we can let us strive in these days of great business organizations to adapt to our needs the ideas which are so effective in branch banking and in chain stores. In our work very fortunately we can take over the good features of this new business world, and leave out those less attractive. California's contributions to library practices, examples of which are all about you and open to your fullest inspection, is made in the belief that it is a part of a social movement tending toward a finer life for every man.

DEVELOPMENT OF MODERN LIBRARIES IN CHINA

By

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Since the Revolution of 1911, China has undergone a movement of changes in intellectual problems, as well as in politics. The people have not only tried to shake off the yoke of despotism, but have also determined to free themselves from the oppression of intellectual bondage. The intellectual class, seeing the failures of numerous reforms, has come to the conclusion that the Chinese process of thought should be revolutionized. In order to attain the object, the Government as well as educational leaders have taken up the task of examining the educational methods used and of pushing the spread of people's education.

The new methods in schools lay stress on the pupil's initiative rather than rigid following of texts. Hitherto, students regarded their teachers as a sort of living dictionary and walking encyclopaedia. They blindly committed to momory what they read in a text-book and what they heard in a class of recitation. Now-a-days, the colleges and universities have all adopted the elective system and emphasize the topical study of a subject by syllabus and collateral reading. These methods not only encourage the students to do more reading, but have also affected the development and management of Chinese libraries.

China, even to-day, is full of places for storing books. Although old scholars continue to be interested in the Sung, Yuan or Ming editions, and old fashioned libraries wish to collect only valuable incunabula, yet the tendency is daily growing stronger in favour of converting the book vault, jealously guarded by thick doors and heavy locks, into a living and attractive library.

This change has been brought about by the democratic ideal of education for the people. Hitherto, education was open only to a few who intended to enter the rigid imperial examinations. But recently, the Chinese people have realized the importance of mass education and have tried to diffuse new knowledge by introducing the use of a Chinese phonetic alphabet, and by publishing books, periodicals and newspapers in the colloquial language. The old libraries intended for storing books are now face to face with rapidly changing conditions. They are obliged to discard their traditional policy and to throw their doors wide open to the masses. During the last fifteen years, the modern library movement has taken great strides.

On April 11, 1915, the Ministry of Education, realizing the importance of libraries, issued an order embodying eleven regulations which emphasized the promotion, organization and administration of libraries throughout the different provinces of the country. In order to add weight to the proclamation, the government turned the library of the late Imperial Board of Education into a public library, now known as the National Peping Library. Some of the districts in the provinces did carry out the order, but there were still many others, owing to the lack of funds and civil disturbances, which did not do anything towards the erection of libraries. However, the attitude of the government is worth remembering in the development of modern libraries in China.

After the installation of the National Government in Nanking, the Ta Hsueh Yuan (university Council) on December 20, 1927, promulgated fifteen regulations for the promotion of modern libraries, which indicate the keen interest shown by educational authorities in the improvement of the library service.

At present, the Chinese libraries, excluding private institutions kept by individuals, may be roughly divided into four main classes, viz., public libraries, college libraries, society libraries, and special libraries.

In the old days, many provincial capitals kept large collections of books printed from wooden blocks made by provincial printing establishments. They were stored in some public hall for the use of scholars. Since 1913, these places have been turned into public libraries. Some of them are maintained by endowments, but most of them are supported with the educational funds of the provinces and are thus under the control of the Commissioners of Education.

The admisnistration of these provincial libraries is mostly not very modern. Not only do they adhere to the closed-shelf system but also they allow no circulation for home use. Some of them even require a small fee for admission. Generally, they have not kept up with recent publications, and there is much red-tape before admitting readers to the stackrooms.

In Peping, there are two large public libraries which serve as good examples illustrating the recent changes and development of modern libraries in China. The National Peping Library is now situated in Chu Jen T'ang, one of the palace buildings in the beautiful Middle Sea. Having a wonderful collection of valuable manuscripts and rare books, it may be compared favourably with the Bibliotheque Nationale or the Vatican Library. It has put up signs along the main streets and has advertised in papers asking the public to go to its reading rooms. It shows how a public library of the old type is changing its traditional policy. The old practice of discouraging the people to use the library has been discarded. The new view of stimulating the love of books and the diffusion of knowledge among the masses is taken up by the present administrators.

Another great institution in Peping is the Metropolitan Library with its site west of Peihai Park. This library has been recently founded and has been supported by the China Foundation for the Promotion of Education and Culture. It is a modern public library. To supplement the existing collection of Chinese books in the National Peping Library and to collect standard books in foreign languages are its main aims. The building, now under construction, is an up-to-date and fireproof structure and the administration is organized along the line of the modern occidental public libraries.

During the last decade the mediaeval idea of a library for the learned few has been broken down, and the intellectual kingdom has opened its gates for the plebians, who are daily getting bolder and wiser. The public library, they feel, should neither collect admission fee nor assess any charge for the use of books. This public feeling has been duly recognized, hence the system of free public libraries has been introduced Now many public libraries in the provinces and large cities have gradually discarded the policy of charging fees for admission or the use of books.

Generally, a free public library in China allows the readers to use its collections without any charge, but does not permit them to draw books out for home use. In connection with these libraries, there are play-grounds and children's reading rooms. In addition to old Chinese books, many newly published books on various subjects have been bought. The libraries are open on Sundays just as on week days. There are about 88 organized public libraries

and 291 free public libraries.[1] Within the latter class, travelling libraries are included.

Side by side with public libraries, many college libraries have sprung into existence. Practically all the college libraries have two parallel collections, one in Chinese and the other in foreign languages. The books in foreign languages are generally classified according to Dewey's Decimal Classification, and Chinese books, according to four main divisions, viz., (1) Classics; (2) History; (3) Philosophy; (4) Belles-lettres. It is nearly unavoidable to have two systems of classifications used side by side in the same library. On the one hand, the nature of old Chinese books is quite different from that of the western; and on the other hand, the ancient classification system of four main classes with subdivisions is by no means adequate for western books. So the difficult task of working out a system of classification suitable for old Chinese books as well as for foreign books is at present confronting Chinese librarians. Many a Chinese librarian has attempted to expand and modify the Decimal Classification to enable it to meet the special situation in China.

About fifteen college libraries now have their own library buildings, and several are making efforts to get enough funds for the erection of modern buildings. Among them the National Central University Library, Nanking, Tsing Hua University Library, Peping and the Nankai University Library, Tientsin, are the only ones equipped with metal stacks.

The third type of libraries existing in China, generally known as society libraries, is only in its early period of development. There are but a few scattered in Peping and in other cities along the coast. The annual expenditures and initial expenses of these libraries are secured either from donations or from the funds of the respective societies. They are, as a rule, used by the members of the society, and their collections of books fall generally into the special fields in which the societies are especially interested. The best known society libraries are the library of the North China Branch of Royal Asiatic Society (foreign) at Shanghai, the library of the Science Society at Nanking, General Tsai-Soong-Poo Memorial Library, and the library of the Chinese Social and Political Science Association at Peping.

The last named library belongs to the Chinese Social and Political Science Association. It was started largely by a group of "Returned Students", but its final success depended upon the friendly interest taken by the United States of America, the late Imperial Manchu Household and the Carnegie Endowment for International Peace. Dr. Paul S. Reinsch, then the American Minister to China acting on behalf of his government, agreed to set aside a sum of taels 100,000 from the remitted fund of the Boxer Indemnity as an endowment fund for the library. The Imperial Household kindly donated a centrally located site for a library building. The Carnegie Endowment made a contribution of several thousand volumes in history, social and political sciences, which formed the nucleus of the steadily growing library.

The library of the Science Society at Nanking is now rapidly coming to the front. Its speciality is in the field of natural science. The catalogues and equipment are all up-to-date. It has a fine building and renders efficient library service to its members and the students of science in Nanking. The movement of founding society libraries is now slowly extending to the interior of the country.

In order to promote the knowledge of special subjects, special libraries have been founded. Cities like Peping, Shanghai, and Canton are in the lead. There are several well-known special libraries in Peping, namely, the Library of the National Geological Survey, the Library of the Ministry of Communications, the Library of

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1 Library Association of China. A Statistical Table of the Chinese Libraries. (In its Bulletin, 1: 7-19, Sept. Oct., 1925).

the Ministry of Education, the Library of the Ministry of Foreign Affairs, the Library of the Supreme Court and the Library of the Bureau of Law Codification. The collections of some of these libraries have been removed to the respective offices at Nanking, the new capital of the National Government. The collections thus built up are naturally along the lines of their respective spheres Only the members of these ministries have the privilege of using the libraries. Generally no books are loaned for home use.

In Shanghai, there are two very interesting special libraries, one under the Chinese General Chamber of Commerce, and the other established and maintained by the Commercial Press.

The library of the Chinese General Chamber of Commerce was founded in the winter of 1921. The Shanghai merchants felt keenly that the business men should not only have a thorough understanding of Chinese affairs, but also a general knowledge of the conditions of foreign commerce. So a business library was established in the building of the Chinese General Chamber of Commerce. This movement has been followed by the Banker's Association of Peping and Chambers of Commerce in other large cities.

The Library of the Commercial Press, known as the Oriental Library, has a unique feature in that it possesses a large number of rare editions of old books, which have been collected for the purpose of producing facsimile reprints. In addition, the Library has a fine collection of occidental and oriental books for the use of the editorial staff. It has a special building and the books are classified according to the Decimal Classification. It is also open to the public.

A special library for the use of educators was founded in January, 1922, by the Canton authorities. It has two parallel collections of books one in Chinese and the other in foreign languages, chiefly on education and pedagogy. It acted as a laboratory for the short term library school in Canton. The administration has been up-to-date and serves as the model library in the province of Kwangtung.

Since the gradual disappearance of the old idea of the librarian as a page to scholars, the demand for trained librarians has been keenly felt. Hence library schools in one form or another have been established to give courses in library science and administration.

The Boone University at Wuchang, Hupeh, now known as Central China University, is the first institution in China to introduce a regular curriculum of library science. It gives a two year's course and admits only students of sophomore standing. Many young librarians now working in different libraries all over the country are the products of the Boone Library School.

In the summer of 1920, the Peping Teachers' College opened the first summer library school. It was a great suprise to all that the enrolment numbered seventy-eight men and women. Most of them were librarians in the various libraries in the different provinces, and were sent up to attend the summer school by local authorities.

In the spring of 1922, a short term course of library science was introduced in Canton by the Provincial Educational Commission under the authority of the civil governor, who ordered all institutions above the middle school grade to send an instructor to the provincial capital to attend the lectures. The school was opened on March 27th and attended by sixty five representatives from various high schools in the province.

The former National South-eastern University offered courses of library service in its summer schools. The University of Nanking and the College of Education in the National Central University are also giving Courses in library service and administration. The aim of these courses is to teach the university students how to use books and libraries rather than to train them as professional librarians.

In order to accelerate the library movement a Committee on Library Education and Development was organized under the auspices of the Chinese National Association for the Advancement of Education. In July 1922, at Tsinanfu, the librarians of the principal educational institutions came together to discuss the problems relating to the launching of a nation-wide library movement. More than ten resolutions were passed; and a few of the most important ones have been carried out. One of them was to urge the libraries in the metropolitan cities of each province to form local library associations, which were in turn to organize a national library association. Within the last few years, many local library associations have been organized, and the Library Association of China was inaugurated in Peking on June 3rd, 1925. The delegate of the American Library Association, Dr. Arthur E. Bostwick [2] who was invited to China to make a survey of Chinese libraries and to prepare a report for presentation to the Board of Trustees of the China Foundation, was also present at the occasion.

The Government appropriated a sum of $ 5,000 to the newly formed national library association to meet initial expenses Besides the task of compiling bibliographies and editing pamphlets on library administration and economy, the Association issues a bi-monthly bulletin and a quarterly library journal. Due to financial difficulty, it has not been in a position to carry out as many projects as one would wish.

The first Annual Conference of the Library Association of China took place from January 28 to February 1st, 1929, at the University of Nanking. The National Government extended warm reception to the delegates, besides giving financial support to the Conference. About one hundred and seventy members were present and many important problems of library service and administration were thoroughly discussed. The Conference proved to be a great success.

Since 1914 about twelve Chinese librarians have graduated from the library schools in the United States, and two from the University of the Philippines. They have introduced many new methods of library administration. They are the pioneers in advocating free access and home use of the books in the libraries.

The progress of the library movement during the last eighteen years has been a slow but steady one, made in spite of financial difficulties and civil wars. The government and the educational leaders now realize that to establish modern libraries all over the country is one of the surest ways to educate the general masses. Modern public libraries are peoples' universities and they will play an ever increasing part in the educational world of China.

2. *Bostwick*, A. E. Report of his mission to China as A.L.A.delegate,in the Bulletin of the American Library Association, Feb. 1926.

LIBRARY TRAINING IN CHINA

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I. Introduction.

Nothing is new in the world. With this belief in mind many people are prone to try to trace back to some earlier origin or ancient tradition whenever a new institution comes into existence or when a new invention is brought to light. Frequent recourse has, therefore, been made to China's ancient history in order to ascertain whether old China had not already, ages ago, made a beginning in a certain, similar field. In the same vein, one would at once query in connection with the topic of Library Training in China, when it is alleged to be a novel institution recently adopted in old Cathay, whether or not China has had some form of library training all these ages.

China, the oldest existing country in civilization and history, to whom is accredited the invention of printing, and since very early times has been a land rich in literature and classics, as "prior to 1750 more books had been published in Chinese than in all other languages combined, and as late as 1850, Chinese books outnumbered those in any other language," and even in 1929 Shanghai claims to have the biggest publication house in the world in defiance of New York, London, Paris and Leipzig, China a nation which boasts of some of the earliest libraries of innumerable volumes, with a single encyclopedia of over 11,000 volumes, and whose very name has become identical with ancient culture—did she not have some form of library training to train librarians for her voluminous Imperial Libraries, which had existed even as long ago as before the 7th. century B.C., as Lao Tze was appointed the Imperial Librarian in the Chow Dynasty? In China whose first bliographical catalogue dating back to Pan Ku, 1st century A. D,, and with her pioneer classification system of Liu Hsiang bearing a date as early as the 1st. century B. C.,—is it credulous, therefore, to allege that there was not any library training in China at all, all these thousands of years? But NO, despite all, there was not any library training in China in the modern sense of the term, until up to recent times. So our present topic is just a study of a recent institution only about a decade old, a pioneer enterprise. It sounds rather singular in contrast with China's long cultural history of about 5,000 years, but such are the facts.

If any explanations may be ventured for the absence of library training in ancient China, the following seem pertinent :

(1) In old China the institution of the library, as the term connotes to-day, was non-existent. The ancient collections were simply repositories by imperial decree, where cumulations of books were made principally for preservation and for collection's sake, rather than for use and accessibility to users. That the old systems of classification and the catalogues were without any notation at all, strengthens the view. The only thing for the librarians of the day to do was simply to follow faithfully their predecessors or to divise new schemes of their own experimentation. Stript of the function of use, the need for library training is more than half removed, if ever felt at all.

(2) Librarianship was never thought of as a special profession, calling for specialized training. Probably it was just considered a general cultural occupation for any scholar. Hence 'Libriology" (if I may be permitted to coin a new term for want of a better one.), *i.e.*, that study of all things appertaining to Library

Service, in the eyes of ancient China was simply a scholarly bibliographical study for students of classics. Therefore why the need for special library training? Furthermore, training for any profession or vocation was unknown to old China. Schools and colleges are a new institution which China has only lately adopted from the West—within the last half century.

Old China believed that only one kind of education—the Classical Education—would suffice for all kinds of professions and services. The Classical Education was a sort of self education, sometimes, under the guidance of a tutor. One who was steeped in the classics and had succeeded in the imperial examinations in the classics was adequately qualified for any post. This was especially true, of course, with such a position as librarian. Hence old China's response to library training was general cultural education in the classics.

II. Old Form of Informal and Indirect Library Training.

But China cannot escape from the fact she did have many very great libraries and she is reputed to be a land of classics and literature. Furthermore, she certainly had systems of her own for library management and care of her great collections. Lacking, though she might be in formal library training, it is pretty sure that some form of training must have existed. Perhaps the time old apprenticeship system; or may be some informal and indirect training. The former undoubtedly she had resorted to as a means, as she did in all other fields, where emperical methods were passed on; but the latter was also quite prevalent, being mainly informal These will be discussed in the following: (1) Training in the care and management of books and libraries as a family tradition. (2). Training from learning how to use books.

(I) Training in the Care and Management of Books and Libraries as a Family Tradition.

The art of the care and management of libraries in ancient China was handed down from one generation to another by personal and individual instruction. This art or science was deemed a very learned one requiring profound and extensive scholarship as a prerequisite. Therefore, it was a highly scholarly function. Ancient Chinese history tells us that the care and management of the imperial collections of books were the special commission of the Sze Kuan who were all scholars of great note, and they are predecessors of the modern librarians. These librarians of the imperial collections were also custodians of state archives and documents, and concurrently the imperial secretaries. Hence, none short of being an eminent and outstanding scholar may aspire for such an appointment, which is hereditary too. Thus, Lao Tze, 600 B. C, the founder of Taoism and his descendants were hereditary librarians, and the Sze Ma family, 2nd, century B. C., T'ai Sze Kung, Sze Ma Tan and his son, Sze Ma Chien, the famous historiographer. and also the Liu family, 1st. century B. C. Liu Hsiang and his son Liu Hsin, two noted bibliographical scholars, were all hereditary librarians of the imperial libraries.

The office of librarianship being hereditary, it was only natural that methods and systems adopted by posterity were the same as what had come down from the progenitors. Therefore, the early library training in China was traditional training, handed down from generation to generation by family traditions.

Such was true not only in imperial librarianship, it being also noted in the private libraries. Subsequent to the invention of printing in China, books were quickly multiplied. Thus it was rendered possible for many individuals to own private collections of considerable size. As soon as books had begun to accumulate and continue to swell the shelves and cases the problem of their care and management automatically presented itself. Therefore, different individuals began to study and invent methods of their own. Such bodies of experience were also handed down to later generations along with the collections, as the following, among

many other instances, will show. About 1604 in the Ming Dynasty, Ch'i Ch'eng Yeh built up a big private collection, the T'an Sheng T'ang Library. At his death, he made his will to his heirs as follows ;

" I hereby covenant with you that while I increased my library monthly, you, my descendants, should endeavour to increase it annually. If there be only one among my descendants who reads, to him let the entire library be bequeathed. And if none of the generation reads, let all take turns in the custodianship of my library. Whatever is shelved shall not be taken out again. Quickly mend worm-eaten books. If it be one of my posterity who desires to read any book, let him read it right in the room, and return to the shelf after perusing it. No book shall ever be allowed to be taken out and placed in private quarter. If it be a relative who applies for the use of any book, lend only when there is a duplicate, otherwise decline his request. But the main copies of any work shall never be allowed to leave the confines of the walls Catalogues should be compiled once in every 5 or 10 years, according to the size of the accessions. Never divide up the collection ; nor shall pages be torn off any book to cover earthen jars ; nor shall any of my collection be sold to book dealers. So do I will."

For the instruction of his offspring he left also other writings, on such topics as "How to purchase books", "How to discern original works from imitation" and "How to judge books", etc.

In the middle of the late Ching Dynasty, a couple of centuries ago, Sun Chund T'ien who owned a good private collection, recorded his experiences in the care of his library in a book, entitled the " Essentials of book collecting ". In 8 chapters he passed on to posterity his methods, and the art of librarianship, in careful and minute detail :

1. Purchase
2. Selection and discerning of books.
3. Manuscripts
4. Collation and comparison of editions
5. Binding
6. Cataloguing
7. Shelving
8. Airing and Sunning of books.

In the chapter on Cataloguing he went so far as to prescribe four different kinds of catalogues : The general catalogue ; Catalogue of incunabula-early manuscripts and rare books ; Classed shelf list catalogue ; and the Catalogue of books specially shelved in the study.

A glimpse of the above is sufficient to show that early library training in China was entirely carried on by family traditions or by individual study and there was no formal library training of any kind to speak of.

(2) Library Training from Learning How to Use Books.

In ancient China the art of using books was a subject of special study, and the function of such instruction was invested in the civil officials of the state, whom we may compare to the reference librarian of to-day. The familiar ancient adage, " Let the state officials be your teachers" indicates clearly the trend of the time.

In the Middle Ages the " Academies " came into existence. There was only one Master to all the scholars, who may number between a few hundred to a few thousand. The instruction given was simply a course in the methods of using books. In pursuance of this course the scholars did their own research and study with quite successful results. But such an institution must necessarily have a workable collection of books for demonstration and for study and research. Therefore, the Master of the "Academy" was resolved into the Reference Librarian.

Perpetuating the practices of this old institution—and really a vestige of the old tradition—practically all of the universities that offer courses in Chinese Classics, have maintained a chair of bibliography to instruct students in the

old systems of cataloguing and classification and the principal and standard works in each class, etc. Such a course is closely akin to library training, if we are not inclined to call it such directly. And when reduced to simple terms they are not dissimilar in many ways to the courses now offered in many American colleges and schools on the use of books and libraries.

In accordance with the emphasis laid, the courses may be grouped into 3 different types or schools: The textual criticism school, The classification and cataloguing school; and The selected study school.

1. The textual criticism school lays emphasis on the comparative study of the different editions of the standard works, their authenticity, collation, and detailed studies of their contents, etc. For scholarly purposes, such a study is very important in view of China's long bibliographical history.

2. The classification and cataloguing school stresses the systematic study of books according to a definite system of classification and cataloguing, in order that a comprehensive and perspective view of the whole field of knowledge may be gained. Hence classification and cataloguing were made very important subjects of study.

3. The selected study school emphasizes the study of the most important works in different classes in the order of their importance, dwelling carefully on the nature, content, etc., of the different books, their editions, etc. and especially their appraisal and evaluation. In consequence whereof, annotated catalogues became a course of studies, *e.g.* Chang Chih-Tung's Catechism of bibliography.

Thus one may easily see that while bibliographical instructions were offered primarily as courses or aids for the study of books and not in the least intended for library training, they do indirectly and incidentally yield and disseminate a good deal of knowledge and information pertinent to library service and cover a good deal of the grounds of library training.

III. Modern Library movement.

Notwithstanding the age-long informal traditional training and the indirect instruction in "libriology," which was quite popularly and extensively pursued by scholars mainly for a better approach to the immense Klondike of cultural material, training for librarianship, however, did not become a formal institution until recently. Modern library training was adopted from the West only about a decade ago. It came as a natural corollary to the Modern Library Movement, in whose wake it was ushered in.

China's first glimpse at the Modern Library was in the early years of the Republican era, through a translation of a pamphlet publication on modern library management issued by the Japanese Library Association, which gave the Japanese adaptations of the Western methods and practices. Although a number of the Chinese libraries immediately seized upon this booklet as a basis of the modernization of their systems, the first really modern library run entirely along Western, or more precisely, American lines, was the Boone Library, whose formal inauguration was contemporaneous with the birth of the Republic.

The history of the modern library movement and modern library training in China would be incomplete without the mention of the name of Miss Mary Elizabeth Wood, the pioneer and patron of the movement with which she has identified her whole life career in China, her "adopted country". Miss Wood not only started the Boone Library (the early part of whose history really dates much further back in the Ch'ing Dynasty), and kept it abreast of modern methods of management, but she also sponsored and fostered the modern library movement in several steps according to a well-planned and systematically executed scheme.

The first thing she did in putting forth the movement was to arrange for the training of two men by interesting her friends in the project to

contribute funds. The first Chinese student who went to America to be trained in her library schools was Mr. T. Y. Seng, in 1914. The writer went later in 1917 to the same institution, the Library School of the New York Public Library. In the same year Dr. T. C. Tai went from Tsing Hua College, Peping (Peking) to the Albany Library School as the first Chinese student in her registration record. Thus, unassumingly and quietly the movement was launched. It was the beginning also of a chain of Chinese students going to the States especially for training in librarianship, among whom may be noted the eminent librarians of the country to-day, Mr. Y. F. Hung formerly Librarian of south eastern University and now of Tsing Hua University; Mr. T. L. Yuan, Librarian of Peking National University and now of the Metropolitan Library, Peping, who is also the President of the Library Association of China; Mr. S. Y. Li., formerly librarian of Nanking University and now of North Eastern University, Mukden. They are all alumni of the Albany Library School. Dr. K.C. Liu of Nanking University got his training from the Wisconsin Library School and Mr. D.U. Doo, the University of the Philippines. Presently, some of the Boone Library School graduates, after some years of actual service in the field have also gone to American library schools, for advanced training in the profession, and also for graduate courses in the different universities. Mr. K M. Chiu, Mr. C. B. Kwei, and Mr. W. S. Wong went to the Columbia University School of Library Service while at the same time taking graduate courses at Columbia or Harvard: Mr. H. Cha went to Illinois University Library School, and Mr. P. N. Tsao is now at the Washington University Library School, Seattle. These graduates of Boone are now all still in America, some taking charge of Chinese collections at Harvard University, McGill University, (Canada), etc., others pursuing graduate studies; while a few others are already making plans to go over shortly. Mention should not be omitted of some who took partial library training, while studying in the American universities, such as Mr. Y. T. Li, Librarian of the National University, Honan, etc. On the shoulders of these men rests a great mission, for they are destined to revolutionize the entire library system in the ancient land of learning.

Another activity in Miss Wood's plan to help the modern library movement in China was to interest her friends to back up a series of lectures, given under the joint auspices of the Lecture Department of the National Committee of the Y.M.C.A. of China and the Boone Library, by the latter's staff. Illustrated lectures, carefully prepared, and interestingly demonstrated with all sorts of apparatus and charts, together with a number of pictures of American libraries, which once constituted the A.L.A. exhibit at the San Fransisco Exposition, were given in all the important centres.

When the movement was already well on its feet, China needed next some real model of the modern public library as a start for others to follow. To accomplish this, money must be had. With purpose in mind and enthusiasm and good-will in heart, Miss Wood went home to America to carry on a "lobbying" campaign in the U.S. Congress. Untiringly and unsparingly, she kept at the Senators and Congressmen, giving information that helped in bringing about the passage of the Resolution to return the balance of the Boxer Indemnity to China, to be used for educational and cultural purposes, specifying that modern libraries be included in the latter category. The beautiful Metropolitan Library, Peping, when completed, will be the first materialization of the plan; and it will stand out not only as a monument of international friendship and a cultural tie between the two sister Republics on the shores of the Pacific, but will also serve as a model of modern libraries in China.

To Miss Wood must also be ascribed the credit of securing and financing, through her innumerable friends in America, the misssion of

Dr. Arthur E. Bostwick, the first International Library Emissary sent by the American Library Association to China. Great interest was aroused in China by this visit. Dr. Bostwick was the guest of honor and speaker at the impressive inauguration of the Library Association of China, in 1925, which was then formed in Peking (Peping), after several months preliminary preparation.

With vision and foresight, nearily 10 years ago, in 1920, Miss Wood started the first library school in China at Wuchang, the birth place of the Republic and the home of the Boone Library. This is an important step and is essential to the prepetution of the modern library institution, which has come to China to stay. Thus she forestalled the need for trained "workers in the field" and anticipated "the call for men", yea, the order of mobilization, for the extension of the movement. A fuller account of the work of the Boone Library School will be given in due course.

IV. Modern Library Training.

A. Library Institutes.

After the modern library movement had already been on for a few years, and in the meantime several men had already returned from the library schools of America, especially the Albany Library School and New York Public Library School, (both of which have now been incorporated into the Columbia University School of Library Service) the first general attempt at starting modern library training in this country was the organisation of the Summer Library Institute, under the directorship of Dr. T. C. Tai, at the Peking (Peping) High Normal College in 1920, in response to the requests of the librarians and the educational authorities of the various provinces. Mr. Seng, aside from Dr. Tai, and a few other local scholars, were the lecturers. In spite of the civil war then being waged between the Chihli and Anhui factions, which partially paralyzed the traffic facilities of the country, thereby preventing many from the distant places and the war-stricken regions from coming, yet no less than 69 men and 9 women attended. And be it remembered that this was the first general attempt ever made, the Boone Library School having been started half a year earlier in January, 1920.

Later, a number of other institutes either solely for library training, or offering the library course as one of many others, were conducted in different parts of the country from year to year *e. g.* in March 1922, a Librarian's Training Institute was held under the auspices of the Canton Educational Council for a period of 4 weeks, directed by Mr. Doo. Over 60 people were sent by the different schools and libraries of the province to attend the Institute.

In 1923 a Summer Institute was held at South Eastern University, Nanking, under the direction of Mr. Hung, lasting one month, with an attendance of 80 from different provinces.

In 1924, 1925 and 1926 the Institute was repeated annually, all with satisfactory results. In 1925, however, the Institute was held under the joint auspices of the Kiangsu Educational and Vocational Association and the university. Aside from Mr. Hung, the Director, Mr. S. Y. Li and Dr. K. C. Liu were among the lecturers, with an enrolment of about 70.

In 1923 the Central China Summer Institute was held in Wuchang, under the joint auspices of the Hupeh Educational Association and Chung Hua University. Among other courses, Library Training was included. It lasted 40 days, with Miss Wood and the writer as the lecturers; daily attendance was between 60-120.

At Kaifeng, Honan, was held a Summer Library Institute for primary school teachers in 1924, under the direction of Mr. J. C. Ho, which over 200 attended. Szechuan, not willing to be behind others, held a Library Institute at Cheng-tu, under the direction of Mr. Mung, a local scholar and the Provincial Librarian, also in 1924.

In 1926 there was a Summer Institute under the auspices of the East China Christian Educational Association at Soochow University. A library course was included in the curriculum, with Mr. S. Y. Li and Mr. S. H. Huang, a Boone Library School graduate, as the lecturers.

In 1927 at the Teachers Institute, Hankow, under the auspices of the Wuhan Educational Bureau, a number of lectures on Library Service in Primary and Middle Schools were given by the writer, with a full attendance of over 30.

In 1928 a Summer Institute held in Shanghai offered special training in the Chinese Four-corner Indexing System invented by Mr. Y. W. Wong, managing editor for the Commercial Press.

B. Library Courses in Schools and Colleges.

Aside from the brief courses of training in the Library Institute, more prolonged and systematic courses were given either as optional or required courses in many schools and colleges. Right here, a word of indebtedness is due to the Chinese Association for the Advancement of Education, to whose fostering care and patronage, the modern library movement and library training in China owe much of their success and progress in their initial stages. One effort in particular, was of special help, and that was a resolution passed at one of its annual conferences, which requested the Ministry of Education to urge all normal schools and teachers' colleges to include one or more courses in library training in their curricula. In consequence thereof, a number of schools and colleges introduced such courses of study; *e.g.* the Canton Normal School and Kiangsu 2nd. Normal School where Mr. Doo lectured, and the Wuchang Teachers' College, where the Boone Library School staff were invited to lecture in turns, and also the Peking Teachers' College.

Among the universities, where such courses were given, or where only a few lectures on the use of the library were given, were the following:

At Great China University, Shanghai, Mr. Y. S. Ts'en (University of Philippines); Amoy University, Mr. K. M, Chiu, (Its librarian and graduate of the Boone Library School, now at Harvard); Nankai University, Mr. W. S. Wong (Its librarian and graduate of the Boone Library School, now at the Library of Congress); Shantung Christian University, Mr. C. B. Kwei (Its librarian, and graduate of the Boone Library School, now at McGill University); Yenching University, Mr. H. T. Tien (Its librarian, and graduate of the Boone Library School); and Soochow University, Mr. S. H. Huang (Its librarian, and graduate of the Boone Library School) gave lectures to the students. In a few other Universities, such as the South Eastern University, Nanking University and the Kuo-Ming University, Mr. Hung, and Mr. Liu and Mr. Doo gave more formal and extended courses, Here generally more than one course was offered, and the students attended them as partial fulfilment of their academic credit.

It should not be left unmentioned here, though remarked earlier, that the old scholarly course of bibliography, closely akin to library training, is still being given at most of the universities, as a course in Chinese Classics.

C. Library School.

The first and only library school in China, where full training for librarianship is given, is the Boone Library School, founded by Miss Wood in January 1920. Mr. S. T. Seng and the writer are her co-workers.

The full course was at first of 3 years' duration, from college 2nd year up, but lately this has been changed to 2 years—3rd. and 4th. year *i.e.*, Senior College only. It forms the Department of Library Science in the College of Arts in Boone University (now Central China University), Wuchang. It is patterned after the prototype of the American library schools, except that special emphasis is being laid on the

adaptation of modern methods to the peculiar needs and special requirements of Chinese literature and librarianship. Much, if not most of these adaptations and attempts at invention are yet in a fluid and experimental stage.

In the 9 years of its history, the Boone Library School now records a total registration of over 60 students, including the present class of 10, having already graduated over 50. A casual review of its service record shows that it includes over 30 of the most important and leading libraries in the country, the provincial libraries and the university libraries, etc., and covers a range, geographically, of over 10 provinces. It is gratifying to note that nearly all of them are good and many have established worthy records to the credit of the whole cause.

The School now receives a grant for professorships and scholarships from the China Foundation for the Promotion of Education and Culture, which has custody of the second portion of the Boxer Indemnity Fund returned by the U. S. A. to China. This return was facilitated by Miss Wood's presence at Washington. She was there during the session of the U. S. Congress, giving information that helped in the passage of the Bill. The scholarships are awarded to successful students, chosen by competitive examinations held under the joint auspices of the Library Association of China and Boone Library School, at Peping, Shanghai, Nanking, Canton and Wuchang. The first class of the Foundation scholars graduated last summer, and a second class is now under instruction in the school. Recently the School has been registered with the government as the "Boone Library School," a professional school of senior college grade.

Library Training in China being yet in its early youth, it needs little vision to see that the class of workers required are the highly trained men who could assume responsible leadership. With this purpose in view, the Boone Library School has therefore devoted its entire energy and attention to the training of the high-grade students, *viz.* the college-graduate grade, in order that each graduate turned out may not only be a soldier in the field, but also a commander of a fort. When a sufficient number of such high-grade graduates are trained, the School will then fling wide its gates and divert its faculty forces to the training of an intermediate grade of workers—the Junior Assistant grade, requiring perhaps only secondary school education for admission. The present standard of admission may have seemed much too high—college 3rd. year. It may have barred or deterred many a young aspirant from this professional training for lack of senior college standing. But this strictness has proved to be a very effective method of selection, for young men thus recruited are of maturer mind and of high resolution.

V. Problems and Prospects.

The story of Library Training in China has sounded like very favourable and smooth sailing in these 8 or 10 years. But we have had great and knotty problems and some insuperable ones too.

The difficulty confronting us is not the lack of intelligent and trained leadership and promoters, which the above clearly proves. Nor is it the lack of interest and response on the part of students. The problem is a more fundamental one. It lies in the lack of an adequate Chinese "Libriology", that body of knowledge or learning appertaining to library service, evolved and derived from long and tested experience, and especially adapted, or purposefully designed, to meet the requirements and peculiarities of Chinese literature and librarianship. The body of experience of the West with which we have become quite familiar in our attempt at adaptation in the past decade, has frequently proved to be inapplicable or unadaptable to our situation. and certain problems calling for solution find no counterpart anywhere else. They have baffled the intelligensia and the literary people of China. In some things we may be said to be

still groping in the dark, while, happily, in some others the clouds are already beginning to part, and faint rays of light are breaking through. But we are persistent—one and all.

At the last Library Conference, (the first Annual Conference, of the Library Association of China) the enthusiasm and alertness exhibited by all the participants, either in the general or in the sectional meetings, when the various problems were tackled, were nothing short of inspiring. A bright prospect is promised, for all seemed determined and optimistic, and ready to co-operate. A rough enumeration of the resolutions passed at the Conference will reveal the trend of desire at least, of the librarians in the country in regard to library training.

One set of resolutions request that the China Foundation continue and increase its grant to the Boone Library School. Another set requests that the Ministry of Education incorporate a Library Science Department in the National Universities. Another set signified their desire to require all normal and vocational schools in the country to offer optional courses in library training in their curricula. Another set requests that a course of a few lectures on the "Use of the library" be made a universal provision in all educational institutions, from kindergarten up, while in the kindergartens, instruction tending to cultivate the "library habit" is to be provided. Another set recorded the desire that Summer Library Institutes of short duration, be conducted in the various centers in rotation by the Chinese Library Association, for the benefit of the present library staffs. And for advanced training, resolutions were passed to the effect that the Ministry of Education, the Library Association of China and the various Provincial Bureau of Education be requested so set aside or to institute library science scholarships and fellowships to send students, either selected by competitive examinations or picked from among experienccd librarians, or both, for observation trips or study abroad. Some of these proposals may seem a little too ambitious, or even visionary at the present moment, but serve to show the height of the enthusiasm that has been aroused and the profession's earnestness about Library Training.

After perusing the above review, may we not say that great prospects are awaiting us at our door? Are not the modern libraries calculated to play an important role in the upbuilding of China? Library training is surely destined to become, if it is not already one of the constructive forces and rehabilitative factors in the rejuvenation of old, but not senescent, China.

LIBRARIES AND LIBRARY WORK IN JAPAN

By

K. MATSUMATO

Director, Imperial Library of Japan, Tokyo

A sketch outline of the libraries in Japan: You do not expect any considerable libraries in the ancient time when there was so few written things in our country, but the Un-tei, the home of Papyrus, established by one Isonokami-Yakatsugu, a high official in the reign of the Emperor Konin, about 775 A. D. is looked upon as the fountainhead of our libraries. The monument which commemorates 1,150th year after his death was founded in this year. This library collected Chinese philosophy books and admitted any student who might apply to consult them. By and by some others followed; however, most of these were not popular institutions, some being archives of government documents, others, private collections of noblemen.

Down in the Middle age, when learning was preserved in the hand of Buddhist priests, several churches, especially cathedrals, put up libraries, but these also were used mostly by priests themselves.

In the Modern age many collections of books and pictures were preserved bv the HAN (clans) or by individuals under name of BUNKO (libraries). To contribute to the study and training of the SAMURAI (warrior) in Confucianism was their chief concern.

After the restoration of Meiji, 1868, the Department of Education established for the first time a library in 1872. This was the origin of the present Imperial Library. Regulations were made in 1881 with regard to the establishment and abolition of public libraries; and in 1899 an ordinance relating to libraries was issued, by which the establishment of libraries by local corporations or by individuals was encouraged.

At present, as the revision of the library regulations is looked for by the government as by the people, it will soon be realized.

Thenceforward libraries began to multiply until in March of 1930 they numbered altogether 4,618, three being government institutions, while 3,215 were of public and 1,400 of private establishment.

It should especially be noted here that the establishments of most of these libraries were closely connected with the occasions of some celebrations in the Imperial Family which is highly revered by all the people as the national and the racial centre of our country. So, in 1915, 1,307 libraries were founded in commemoration of the enthronement of the late Emperor Taisho, and similarly, in 1928, several hundred libraries were established in that of the Present Emperor.

The Imperial Library and the other Government Libraries: The Imperial Library was opened in 1872. Since then there has been a continuous development, especially during the past wenty-five years, to keep pace with the progress of education in the country. Its scope has been greatly extended, and its position much improved, so that it is now the most complete library in all Japan. The late I. Tanaka, director, who was a student of Charles A. Cutter, contributed largely to the building up of it. The books in the Library, as shown by the returns of March 1930, number 583, 439 volumes of Japanese and Chinese books, and 119,053 volumes of foreign books, making a total of 6,99,492 volumes. The number of readers in one year was 3,98,913, giving an average of 1,202 per day.

The Government Libraries besides the Imperial Library are the Library of the Formosa Government and that of the Government of Korea, both of which are functioning as the central libraries of the respective districts.

Public and Private Libraries:--The public and private libraries number over 4,613. Being scattered over various parts of the country as auxiliary of education, they contribute much to the diffusion of knowledge. Among the best-equipped libraries are the Library of Osaka, the Library of Kyoto, the Library of Yamauchi, the Hibiya Library of Tokyo, the Ohashi Library, the Library of Nagoya, and the Library of Dairen.

Of these libraries, some establish communication with other smaller libraries in the neighbourhood and circulate their books periodically; and some taking advantage of the summer vacation lend books on the subjects of general education to the elementary schools in their districts for the children to read. On the other hand, there are some libraries that are not open to the public, but are used only by the scholars, and most of them are remarkable for their special collections. Among them the Orient Library in Tokyo, the Ohara Social Problem Research Institute Library in Osaka, and the Fujiyama Industrial Library are noteworthy.

Libraries Attached to Schools:—The libraries attached to the schools of higher education such as Higher Schools, Colleges, and Universities numbered 267 in total according to the annual census taken on March 31, 1928. Among them the Tokyo Imperial University Library comes first. With its collection of 700,000 volumes, including a large number of classical books handed down from the Feudal Government besides the new collections since obtained it was the central figure of all the school libraries of our country. Unfortunately, however, this valuable collection was completely destroyed by the earthquake disaster of 1923. But by the sympathetic aid given from all sides, especially through Mr. J. D. Rockefeller's donation of $ 2,000,000 and gifts of books from England, America, France Germany and the other thirty-two states of the world, together with the great efforts of the university itself, the new library building with the latest and largest plan of all libraries in Japan was completed in December 1928.

Next to the Tokyo Imperial University Library comes the Kyoto Imperial University Library with its collection of 8,00,000 volumes. Furthermore, as the connecting organization of these school libraries there are the Association of the Libraries attached to the Imperial Universities, the Association of the Libraries attached to the Higher Schools, the Association of the Libraries attached to the Government Medical Universities, and the Association of the Private University Libraries, Tokyo, all of which are affiliated to the Japanese Library Association, the central organ of the libraries in Japan.

The Japanese Library Association:—The Japanese Library Association was established at Nippon-Bunko-Kyokwai, 1892, that is thirty-eight years ago, by the workers in public and private libraries in Tokyo with the object of making it an investigating as well as social organization. It has accomplished much as a pure learned society, while its practical social service were still greater. It has made various efforts for the betterment of the existing libraries, and for propaganda for the need of more libraries. It has made several representations to the government for its cause. It is enlightening its members with the journal that is issued as its organ. It holds short courses and gives lectures in the view of preparing new workers. It has published the *Library primer* (Toshokwan-shoshiki), setting forth the principles of library work. It publishes select lists of new books to serve as guide in book selection. It holds its annual conferences in Tokyo and some other places with a view to awakening the library spirit. Its rules for cataloguing Japanese and

Chinese books aim at unifying the cataloguing methods in the country. And lastly, as a member of the International Bibliographical Society, Belgium, it is sharing in this international work. The late Marquis Yorimichi Tokugawa, after he was installed as the president in 1913, did much for the cause of the society. At present its members number 1,283. Since 1915 it has established branches in several localities throughout the country.

Recently, the Association was incorporated and set foot towards the new field of activities.

The Library Institute of the Department of Education: As the organ for training library workers in 1921, the Department of Education established in the Imperial Library a library school by the name of "the Library Institute of the Department of Education," and the tenth class is now going on. The school course is completed in one year, commencing in April. It is co educational and admits annually from twenty-five to thirty students, who should be graduates from middle schools or girls' high schools. The courses given are the studies in special and technical knowledge concerning library, in social education, and in languages.

Besides, the Department of Education took the lead in giving the temporary short courses in library work, and various private organizations have followed the example. As a result, of late, considerably important technical problems are also discussed in the short courses.

THE BARODA LIBRARY SYSTEM

By

NEWTON MOHUN DUTT, F. L. A.

Curator of State Libraries, Baroda and Reader to H. H. The Maharaja Gaekwad; Hon. Foreign Correspondent, Royal Society of Literature; Vice-President, Indian Library Association; author of Baroda and its Libraries.

"Primary education might be described as fitting men to make use of a library. In learning how to read and write and cipher, men are in effect learning how to use the mental tools of existence. These tools are books, and books make a library. The wise state, therefore, sees to it that there is a plentiful supply of tools at hand, so that any one who wants to use them for his own and the public good, can do so without impediment. To educate people and then not provide them with tools to work with, is obviously a blunder, if not a crime." *

Ideals of Modern Education.

The provision of a library service section in the first All-Asia Educational Conference is an event of no small significance, indicating as it does the important part which the modern library is expected to play in present day instructional methods. Educationists are seeking to make education more real and more efficient. Such time-honoured methods as listening to a teacher and learning whole text-books by heart, no longer covers the whole of what we mean by education. The scholar is expected to take a more lively and active part in his own education; hence such innovations as the Project Method and the Dalton Laboratory Plan. In the latter system, pupils, arranged in small groups, undertake to study in co-operation given assignments within fixed periods. A laboratory plan pre-supposes a laboratory, which in this case will mainly consist of books. Thus class-room and school libraries become necessities, and free access to public library is also called for.

The Teacher's Needs.

Again, the teacher, if he is not to deteriorate into a mere human gramaphone—if in fact he is to continue to be a real influence in the educational life of his pupils—must keep himself *au courant* with the life of the world around him, and the events and movements which are of public interest. He too, feels the need for a good library containing books of general interest quite apart from the regular text-books prescribed by the curriculum.

The Gaekwad as Educational Reformer.

Now the Baroda Library system had its origin in the brains of two practical educationists, one, the ruler of an Indian state and the other, a young and earnest teacher in that state.

H. H. the Maharaja Gaekwad assumed the reins of government in 1881, and after that date began to work out a scheme for free and compulsory education for his Raj. Early in 1893 compulsory education had been experimentally introduced in one district, so that 18 years before the late Mr. Gokhale had brought forward his bill for the introduction of compulsion in selected towns and areas, this englightened ruler had made school attendance compulsory in a portion of his dominions, extending the plan to the whole state a few years afterwards.

His Highness watched the development of this plan very closely, in the hope that as the girls and boys passed through the schools, illiteracy would quickly disappear from Baroda. He was

* The late Mr. St. Loe Strachy, Editor ot the Spectator.

however disappointed to find that a large number of the scholars tended to relapse into illiteracy in after life. The problem was how to prevent this waste of time and money. It was during visits paid to America in 1906 and 1910 that he found a solution to this problem. Being impressed with the value of the free library as a means of a popular education and with the tremendous influence exercised by this institution on the cultural and civil life of the countries of the west, he began in 1907 giving liberal grants to public libraries in towns and villages. Three years afterwards, he brought out to Baroda, Mr. W. A. Borden, an American library expert, to organise a Library Department.

Mr. M. N. Amin and the Country Library System.

I have now to speak of the other educationist to whom the establishment of the country library plan is mainly due—Mr. Motibhai N. Amin B. A., my esteemed friend and co-adjutor, and the officer in charge of the rural library activities of Baroda. In 1906 he was a young and enthusiastic teacher, who had already come into notice as a schoolmaster with new and original views on education. Feeling for himself, his fellow teachers and fellow citizens, the need for mental sustenance, he was led to organise what he termed Mitra Mandals or friendly circles for establishing local libraries in the towns and villages of Baroda. In the course of five years, aided by liberal grants from His Highness's Government, he was successful in raising the number of local libraries from 24 to 247. On the arrival of Mr. Borden, Mr. Amin was taken on as his principal assistant for country work, and has, much to the advantage of the state, continued in charge of the work ever since.

The Library Department and its Directors.

During Mr. Borden's three years' tenure of office he conducted a library training class, established a State Central Library in the capital, organised travelling libraries, and planned a network of free public libraries throuhout the state. His successor, Mr. J. S. Kudalkar, M.A., LL.B., before taking up his duties, was sent on tour to study the library systems of the world. On his premature death in 1921, the present incumbent was appointed.

The Library Department : Its Staff and Budget

The Library Department, which is under the general control of the Educational Commissioner is entirely supported by the State, and last year had a budget of Rs. 55,855, apart from the sum of Rs. 33,200 which on behalf of the State it distributes to the State-aided libraries. The staff consists of two executive officers, 10 librarians and other senior assistants, 14 clerks and 18 menials, besides a binding staff of 3 persons. This staff includes two ladies and a female *kamathi*. The work of the department may be considered as concerning (a) the City and Cantonment of Baroda, and (b) the towns and villages of the state. The former is in direct control of the Curator while the latter is in charge of the Assistant Curator.

Country Library Branch

The Country Library Branch includes a travelling library section, with a stock of 18,000 volumes, of which 15,766 were circulated in the districts through 179 centres last year. A travelling library consists of a wooden box, containing from 15 to 30 books and is made strong enough to withstand hard wear. These boxes are dispatched free of charge to any library, school, factory or other institution—in fact to any responsible person who undertakes to distribute the books in his locality. Even the freight both ways, is borne by the department. Some of the books are termed fixed sets, and contain books on a given subject, such as Agriculture, others are selected as being suitable for a certain class or grade of readers such as women, others again contain the works of a particular author such as Tagore. Collections may however be

made up to meet the varying requirements of a particular locality.

Visual Instruction Section

Another section is the Visual Instruction Section, which sends out an operator to tour in the districts, giving cinematograph and magic lantern demonstrations for the special benefit of the illiterate masses. It has lately been transferred to the Sanitary Commissioner, in connection with a comprehensive scheme for village uplift which that officer in co-operation with other departments has planned.

Town and Village Libraries

The most important function however of the country branch is the organising, controlling, and subsidising of the country libraries of the State. When a community has succeeded in collecting Rs. 100, Rs. 300, or Rs. 700—the sum depending on whether the place is a village, an ordinary town or the principal town of the district, a similar sum is granted by the department on behalf of the Government, and a like sum by the Prant Panchayat or the district board. In some cases municipalities also contribute funds. If a library building is required, the people have only to find one-third of the cost, the remainder being given in equal quotas by the Government and the Panchayat. Finally, to provide a nucleus for a new village library, the local Committee can purchase for Rs. 25, a collection of good Gujarati books, worth Rs. 100 the rest of the money being found by the State.

Statistics of Country Libraries

The people have not been backward in taking advantage of these liberal facilities for self-education and self-culture. Up to now, all the 45 towns of the State, as well as 698 of the villages, have established free public libraries, which can boast of an aggregate stock of 503, 760 volumes, and a gross circulation of 515, 279 books amongst 62, 807 readers. These figures are exclusive of the Central Library Stock. There are also 196 reading rooms, which supply journals but no books.

How the Libraries are Managed

The libraries are managed by Committes elected by the contributors to the maintenance fund, and are allowed a large amount of autonomy, subject to their keeping their records and accounts in a prescribed form, rendering regular reports to headquarters, and complying with the rules laid down by the department. They are not, however, left entirely to their own devices, but are encouraged to keep in constant touch with the Assistant Curator and seek his expert advice in all difficulties and emergencies. All the institutions subscribe to *Pustakalaya*, a monthly Gujarati, devoted to library interests, in which appear lists of new books, and in which the various orders and other circulars of the department appear. To assist them in the selection and cataloguing of their stock a classified and priced catalogue of 8,000 good Gujarati book has been published. Another useful aid to book selection is an annotated catalogue of the best Gujarati novels, which is appearing in parts and which has been compiled with the help of competent scholars.

Library Classes and Local Committees.

Efforts are made to infuse a spirit of co-operation and harmony in neighbouring villages, and in many of the 40 odd *talukas* into which the state is divided local committees have been instituated to co-ordinate local efforts, to carry on propaganda work and to collect funds. During the rainy season libraries and library secretaries are invited to Baroda to undergo a short course of training in library routine, while at other times the Assistant Curator in his tours calls together at convenient centres library workers to discuss with him library problems and difficulties.

The Teacher and Library.

The Educational Commissioner has recently aranged for "refresher" classes for schoolmasters

and in every case the course comprises elementary lessons in library work. These courses are calculated to increase the efficiency of the local institutions. Seeing that teachers often act as honorary librarians of the smaller libraries, I take this opportunity of testifying to the valuable assistance rendered to the library cause by these devoted and hard-working public servants; to them the success of the movement, particularly in the rural areas, is largely due.

Baroda Library Association.

In 1925, a State Library Association came into existence. It has held five annual conferences and exhibitions and in other ways through its standing committee is rendering valuable assistance to the library department in furthering the library cause in Baroda.

Baroda Library Co-operative Sociey.

The associated libraries have also instituted a co-operative society for the wholesale purchase of books, periodicals, stationery and other supplies. It is receiving year by year increasing patronage, not only from the libraries of the Raj, but also from outside institutions. Apart from the actual saving of money effected, this society also relieves many of the libraries from a good deal of needless correspondence and book-keeping. The society is the publisher of the *Pustakalaya* and the other publications prepared by the department or the Baroda Library Association. Being buyers on a large scale, it is in a position to exert some pressure on publishers of Gujarati books with a view to improve the get-up of vernacular books, which leaves much to be desired as regards paper, printing and binding.

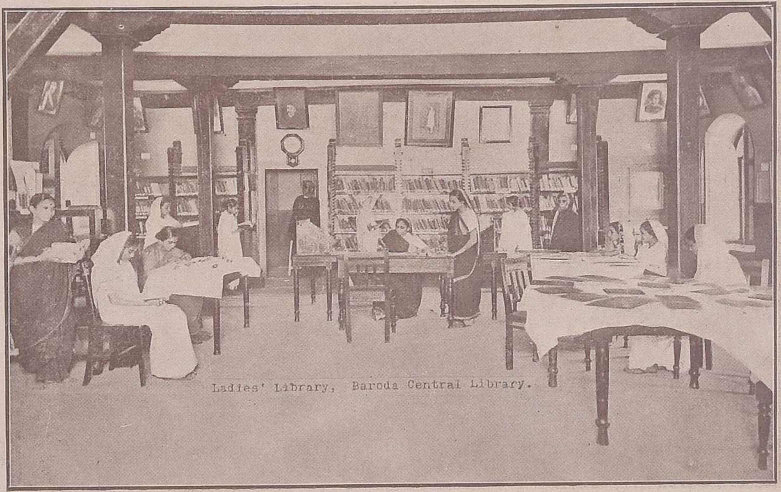
Abolition of Illiteracy.

As we have already stated, the main idea of His Highness in elaborating this scheme was to assist the educational authorities in banishing illiteracy from the State. The Government is fully satisfied with the result of its efforts so far, and in fact is anxious that a free library shall be established in every village possessing a primary school. H. E. the Dewan states that in his tours he is in the habit of examining the boys and girls who have left school in order to ascertain the extent of lapse into illiteracy amongst them and invariably finds how negligible this is in a village with a library.

The General Library

We have now to deal with the Central Library, which comprises the following sections; newspaper reading room, free and open access lending, reference and ladies' libraries, children's play-room and a bindery. The newspaper room is open all the 365 days of the year for 12 hours daily and has about 280 journals. The other sections are open about 5 or 6 hours daily, but are closed on Sundays and gazetted holidays.

The total stock of books amounts to 93,894 books, of which 52,000 are in English, the remainder mainly consisting of Gujarati and Marathi works The circulation is rising—last year we circulated for home reading no less than 114,713 books amongst 4,523 readers. This is exclusive of the travelling library section and is far and away the largest circulation of which any Indian library can boast. The readers include 1928 school and college students of both sexes, to whom every encouragement and facilities are afforded by the staff, as well as expert guidance in book selection where needed. The library is not only a free library but is also run on the open access system, so that the readers have direct access to the stock, and able to browse along the shelves and handle the books before making their selection. After seventeen years' experience of the working of free access in Baroda, I can testify to its high educational value, as well as to the practicability of the plan when worked on commonsense lines by a trained and intelligent staff. It is agreed on all hands that the system encourages systematic reading. Taking the total English circulation, I find that the circulation of the juvenile collection, with books graded up to matriculated standard, accounts for 12'74%, while the circulation of adult fiction is only 29'87%. This leaves a



Ladies' Library, Baroda Central Library.

CHILDREN'S STORY HOUR, BARODA CENTRAL LIBRARY.

satisfactory margin of 57·39% for adult non-fiction reading. I do not indeed mean to deprecate the reading of good and wholesome fiction, which affords welcome relaxation to the tired worker after his or her daily toil. The reading of good English novels also tends to increase the Indian reader's vocabulary and make him more familiar with present day colloquial English. Moreover, the books that a boy reads for pleasure do more to determine his ideals and shape his character than the text books which he has to study in school.

Reference Library.

In the reference library an attempt has been made to assemble the most useful and authoritative dictionaries, cyclopaedias and other books of general reference, to enable the staff to assist the research scholar, the school or college student, the busy merchant or mechanic, and the general reader. The questions raised by our patrons, as well as by our correspondents from all parts of India, are quite bewildering in their variety and extent, but every effort is made to reply to their enquiries or put them in the way of obtaining the information sought for. We find that much assistance is afforded in our task by long runs of important journals, which bound and filed, form a kind of up-to-date cyclopaedia of current topics. Access to the stores of knowledge contained therein is facilitated by general indexes to which we subscribe, *i.e.*, Poole's *Index to Periodical Literature* 1802 to 1906, with its two supplements, Wilson's *Readers Guide* and Wilson's *International Index* as well as the *Subject Index to Periodicals* published annually by the Library Asssciation. Indian educationists may be interested to know that the last named work has included a few Indian journals in its survey, three of which, the *Modern Review*, the *Calcutta Review* and *Rupam* are being indexed from the Central Library.

Mahila or Ladies Library.

The Mahila Library is exceedingly popular with the ladies of Baroda who resort here daily to read journals, and who last year borrowed no less than 22,000 books for home reading.

Children's Playroom.

This is a large and airy hall, well-furnished and decorated with pretty pictures, and provided with suitable English and vernacular books and papers, as well as a selection of indoor games, amusements and occupations, such as mecannos, draughts, zigsaw puzzles, word-making and word-taking, mosaic-designing sets, stereoscopic views, etc. About 60 or 70 children visit the room daily. The superintendent is a well educated Maratha lady, who from her long experience is competent to select the right kind of books and games for the little visitors, according to their age and education. In the Playroom the child can begin his reading with picture alphabets, books and fairy tales and other reading suited to his tender years under the direction of a kind and tactful guide. Later on he is given access to the juvenile collection in the general library, in which books up to high school standard are provided. As year by year his mind expands and his outlook on life widens, he feels tempted to sample books for older readers and begins to feel at home in the adult collection.

The love of books thus acquired in his early years becomes an abiding possession, and when he leaves school or college he continues to find in the public library, to quote the words of Sir Walter Besant, " an adult school and a perpetual and life-long continuation class ", and the librarian will for the rest of his life prove his most important teacher and guide.

The Gaekwad's Oriental Series

This series was instituted by the Central Library in 1915 to publish critical editions of unpublished manuscripts and other books of interest to Orientalists. The success of the series has been so remarkable that three years ago, the Oriental Institute was organised as a separate department to carry on the work and take charge of the 13,000 manuscripts and 6,000 Sanskrit books which had been collected by the Central Library. The editorship of the

series is in the competent hands of Dr. B. Bhattacharyya, Ph. D. who is assisted by a competent staff and supported by some of the leading scholars in India.

Other Activities of the Library

The Central Library has not confined its activities to Baroda but has endeavoured generally to foster the library movement in India. It organises library exhibitions and frequently co-operates when such exhibitions are held in other parts of the country. It was represented by a selection of exhibits in the British Empire Exhibition held in Wembley in 1924 and in the library exhibition held in Rome in 1929 in connection with the All-World Conference of Libraries. It has also given professional training to library aspirants including young men sent from the States of Mysore and Bhavanagar.

Library Stackroom

The work of the department has been much hampered for want of adequate accommodation in which to carry on its various activities, but the new stackroom which is in course of erection, and which will be ready early in 1931, will, it is hoped, provide ample space for some years to come. This building, which adjoins the main building, is 85 feet long and 34½ feet wide. It is to be fitted with adjustable steel shelves arranged in four tiers and will accommodate about 120,000 volumes. The control for the shelving has been given to Messrs. J. Snead & Co. of New Jersey, U. S. A., the firm which erected the stackrooms of the Library of Congress, Washington, one of the finest libraries in the world.

Further information about the Library Department will be found in *Baroda and its Libraries*, with three addresses by H.E. the Dewan of Baroda, 234 pages, 34 illustrations and coloured map. Price post free Rs. 2-12-0, published by the Central Library, Baroda.

LIBRARIES IN MYSORE: A BRIEF SKETCH

By

Y. V. CHANDRASEKHARIAH, B. A., LL. B.

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Civilizing Influence of Libraries,

Since the beginning of the world there has been inequality in the mental, moral and material equipment of the human race. This inequality naturally gave rise to the division of the people into classes styled in different countries and at various times as the patricians and the plebians, the civilized and the barbarians, the Dwijas and the Sudras, the higher and the lower castes, the caste men and the pariahs, and so on. It has been the endeavour of the gifted among the nations or individuals to concert measures to eliminate, as far as possible, these class distinctions by the intellectual elevation of the lower classes and thus to bring about unity and thereby contentment among all classes of the people. Of all the measures invented for this purpose none has been so effective as the library which, by making available to the people the accumulated knowledge of the past, tends to do away with intellectual inequalities and thereby with class distinctions. It may therefore be safely asserted that no institution has exercised on humanity a more lasting civilizing influence than the library.

Mysore—a Cultural Centre

In this ennobling task of civilizing the people by means of knowledge, Mysore stands first and foremost among the Indian States. Steeped in the cultural traditions of Bhoja, Vikrama, Raghu and other kings that flourished in the golden age of India, the members of the Royal House of Mysore have ever been great patrons of art and literature. They not only induced the learned all over India to settle down in Mysore by the offer of liberal patronage, but also gave an asylum in their court to foreign scholars who were forced to go into exile owing to their political and religious differences with their own rulers. Again, the geographical position of Mysore enabled her to dominate the whole of South India not only in the domain of politics but also in that of arts and letters. Many members of the Royal Family, being poets and scholars of no mean order, have made notable contributions to the enrichment of Kannada literature. The soil of Mysore was therefore admirably suited to the propagation of culture. The history of Mysore libraries can best be considered broadly under two heads, *viz.*, ancient and modern. This distinction has reference not so much to the age of the institution as to the peculiar features thereof.

Agent Libraries.

In common with their brethren in other parts of India, every Mysore pandit had, in his own private collection of palmyra leaves, a miniature library. The average level of culture in the land was very high, the three higher classes of the Hindu society being well versed in the ancient Shastras. As these were not the days of printing presses, the method of learning was oral, *i.e.*, ancient lore was as a rule handed down from generation to generation by word of mouth The main occupation of the majority of the people was agriculture. Owing to these reasons there was neither the need nor the scope for the rise and development of popular libraries of the modern type. There was in fact no " public library " as we understand it at the present day, *i. e.*, an institution making

persistent efforts, by means of propaganda or otherwise, to educate the people through books. Libraries in the ancient sense were mere collections of books housed in a place chosen not always with an eye either to the safety of the books or to the convenience of the users thereof. In most cases, access to these libraries was restricted to the favoured few such as, relatives, courtiers and to persons distinguished in statecraft, art, letters, etc., and, generally speaking, as far as the ordinary man was concerned, these libraries were to him nothing but a mere name. Ancient libraries were in fact mere repositories of knowledge and no attempt was made to make the benefits of these collections accessible to the public. The Mysore Palace Library, the Sringeri Mutt Library and the Library of Tippu Sultan may be cited as examples of Mysore's well-known ancient libraries.

Modern Libraries.

The public library movement in Mysore was an off shoot of the cultural renaissance that made its appearance in the State in the early years of the 20th century. The enlightened administration of the day entrusted the Mysore Economic Conference, a newly created government department, with the task of covering the State with a network of public libraries on the model of the Baroda 'system which had just been successfully launched by His Highness the Maharaja Gaekwad who has deservedly been known as the father of the public library movement in India.

CITY PUBLIC LIBRARIES: Accordingly, two public libraries of the modern type were established in 1914, one at Mysore and the other at Bangalore, at an initial cost of Rs. 35,000 and an annual recurring expenditure of Rs. 6,800. The Libraries were formally opened to the public in 1915 and the high expectations formed of these institutions at the time they were started have been fully realised. The main features of these "City Public Libraries" as they were called at the time, may be described in a few words. Each institution maintains a common library and two reading rooms, one for registered subscribers and the other for the public. Books are lent out to members who pay a nominal fee, and a small but representative collection of books is made available for lending to non subscribers also. But the library is entirely free as far as consultation on the premises is concerned. From the time they were started in 1914, the Libraries remained entirely Government institutions up to the year 1921. In the latter year they received a new democratic constitution placing them on a grant-in-aid basis with more or less autonomous powers of administration. Having also been registered under the Mysore Societies Regulation, the institution now enjoys corporate status. Each institution is managed by a representative Committee of 15 members partly elected by the subscribers and partly nominated by the Government. Grants from the Government and the local municipalities and subscriptions from registered subscribers form the main sources of the income of these Libraries.

BANGALORE PUBLIC LIBRARY: A brief reference may be made here to some of the special features of the Bangalore Public Library which make it not only the chief public library in the Mysore State but also one of the foremost of its kind in India. The Library has adopted modern systems of classification and cataloguing and the most approved charging methods, while labour saving appliances have, wherever possible, been pressed into the service of the Library. Some of the other features that are worth mentioning in this connection are, open access to the shelves, separate sections for the chief vernaculars of India, home delivery service of books and periodicals, provision for the training of students in practical librarianship, facilities for research work in the departments of politics, economics and history, separate table for periodicals of commercial and industrial interest, special collections of books by Indian authors or on subjects of Indian interest, provision for the

delivery in the Library of popular lectures, up-to date toilet and refreshment rooms on the premises and so on. The most notable service which the Library has now been rendering to women and to vernacular literature is the circulation, through the library's cycle orderlies, of vernacular books among ladies at their own residences. This Ladies' Vernacular Home Circulating Section has induced many an Indian woman not accustomed to move freely in public take to reading. This section has also created a demand for vernacular books and this has in turn given an impetus to the production of books in vernaculars, notably Kannada. The Library has now a representative paying clientele of over a thousand including 300 ladies which is, as far as can be ascertained, the highest that has ever been possessed by an Indian public library. The budget of the institution for the year 1930-31 stands at Rs. 15,000 including a Government grant of Rs. 5,000.

DISTRICT, TALUK, VILLAGE AND TRAVELLING LIBRARIES: After establishing a public library at each of the cities of Mysore and Bangalore, the Government turned their attention to the moffusil *i. e.*, to the headquarter towns of districts and taluks and to important villages in the State, where small public libraries were brought into existence by the inducement of Government aid varying in proportion to local contributions. A number of these libraries, which were started on this scheme, have been working satisfactorily. Owing to ignorance or to poverty or to both, many of the villages did not or could not take advantage of the offer of Government grants to start libraries. But it was obviously impossible for the Government to provide every one of the numerous villages of Mysore with a stationary library at the entire cost of the State. With a view to afford the villages the benefits of library service, at least periodically, Government sanctioned in 1918 a scheme of free travelling libraries. These travelling libraries, each set consisting of four portable book cases of 100 vernacular books, ordered to be circulated among the villages by rotation. To make the library scheme still more popular in the rural parts, it was arranged to sell these travelling library sets to villages at half the original cost in case any of the villages desired to own them on a permanent basis. All of the mofussil libraries considered above were placed for administrative purposes in direct charge of local authorities, any technical aid required by them being rendered by the special staff consisting of the State Library Organizer and the Inspectors of Libraries.

THE GREAT WAR: The aftermath of the Great European War was followed by a world-wide slump which affected adversely the finances of the State. Owing to stringent monetary conditions, the newly started public libraries and the other progressive schemes which the Government had in hand for the material, moral and intellectual advancement of the people could not continue to receive State support on the same liberal scale as before. The organization of new stationary libraries and the recently sanctioned travelling library scheme were ordered to be held in abeyance, the grants to the existing libraries were considerably cut down and the special staff appointed for organising new libraries and for supervising the existing ones was abolished. After the lapse of a decade, increasing attention is now being paid for the development of public libraries in Mysore.

ACADEMICAL LIBRARIES. Though public libraries are playing a leading part in the cultural emancipation of the people of the State, the contribution of the other libraries to the same result should neither be belittled nor lost sight of. The most important among these non-public libraries are undoubtedly the academical libraries. Educational institutions in the Mysore State have attached to them well developed libraries for the use of their alumni, the best equipped among them being the University Library and the libraries attached to Colleges and High Schools. As library work on the part of the students is being actively encouraged by

the authorities there has been a decided improvement in the intelligence and in the breadth of outlook of the average Mysore student. Special reference has to be made in this connection to the notable contribution of the Mysore Oriental Library to the cause of Eastern learning and scholarship by the publication of standard works with critical comments. The travelling pandits of this Library are constantly touring the country for rare manuscripts, which, but for their persistent efforts, would never see the light of day.

ECCLESIASTICAL LIBRARIES: Some of the temples, mutts or monasteries, mosques, churches and other religious institutions in Mysore have attached to them small collections of rare books mostly on theological and philosophical subjects which have unfortunately not received the attention they deserve. Among the most valuable and the most ancient of these ecclesiastical libraries may be mentioned the libraries attached to the Adi Sankaracharya's Mutt at Sringeri and to the Jain Mutts at Huncha and Saravana- belagola. These libraries form a veritable treasure trove to research scholars.

LIBRARIES OF LEARNED INSTITUTIONS AND OF PUBLIC ASSOCIATIONS: Among the factors that have contributed to the healthy public life of Mysore may be mentioned the part played by learned institutions for the promotion of particular kind of knowledge and by public associations for the social and communal uplift of the people. The Karnataka Sahitya Parishad, the Mythic Society and the Karnataka Sangha are examples of the former, while communal and social associations have their chief representatives in the Vokkaligara Sangha, the Kurubara Sangha, the Central Mahomedan Association and the Y. M. C. A. Government have, by means of grants-in-aid, induced some of these institutions and associations to throw open their reading rooms and libraries for the free use of the public for a limited number of hours every day.

COMMERCIAL LIBRARIES: Several commercial institutions in the State like the Mysore Chamber of Commerce, Merchants' Associations and Joint Stock and Co-operative Institutions have all maintained libraries and reading rooms stocked with business books and periodicals for the exclusive use of their constituents.

DEPARTMENTAL LIBRARIES: All of the administrative departments of the Government including the Secretariat have fully equipped libraries of books specially suited to their individual technical needs. Though these libraries are meant exclusively for the use of the officers of the departments concerned, the public find no difficulty whatever to have access to some of these libraries by special permission. Among the most important and the best known of the Departmental Libraries may be mentioned the libraries attached to the Departments of Education, Accounts, Agriculture, Justice, Industries and Commerce and to the General and Revenue Secretariat.

LIBRARIES OF PROFESSIONAL ASSOCIATIONS AND CLUBS: The chief professional associations in Mysore are the Bar Associations in the Cities of Mysore and Bangalore and the Mysore Engineering Association at Bangalore, while the Cosmopolitan Club and the Literary Union at Mysore and the Century Club and the City Institute at Bangalore form the chief clubs in the State. Some of these proprietory institutions have well-equipped libraries and reading rooms of their own. The libraries and reading rooms of the Associations enable their patrons to equip themselves with the latest and the best professional knowledge, while those attached to the clubs give the latter a distinctly literary flavour and thereby make them attractive to the intelligentsia of the State. The contribution of these libraries to the public life of Mysore has therefore been considerable.

PRIVATE LIBRARIES:—No account of Mysore's library resources will be complete without a reference to the private collections of her individual citizens. It goes without saying

that the formation of private libraries presupposes the existence in their owners a combination of cultural taste and adequate financial resources. Accordingly the great number, variety and extent of the existing private libraries in the State may be taken as a fair index to the moral, material and intellectual advancement of her citizens. Among the most outstanding of the private libraries in Mysore may be mentioned the Mysore Palace Library, Sir Ismail's Library and the two now defunct libraries, *viz.*, the Ananda Row Collections and the Sir Kantha Raj Library.

The State Library Development: A Forecast.

This is in brief the history of the libraries in Mysore. It is unfortunate, however, that at a time when the development of the library system of the State was about to be given a fillip, an economic slump of an unprecedented nature should have set in adversely affecting the finances of the State along with those of the other countries of the world. Until the clouds that are now darkening the economic horizon of the world pass away, there does not seem to be any great hope that the demands of the nation-building departments will be adequately met. There has, however, been no slackening in the efforts to tap and to conserve the rich and varied library resources of the State, to co-ordinate the existing libraries and to press the same into the service of the people. Happily signs are not wanting that world depression has now reached the bottom and that the economic pendulum has taken an inevitable upward trend. There is no doubt that, with better times ahead, the library system of the State will receive increased financial support at the hands of the enlightened statesmen who are guiding the educational destinies of Mysore at the present day.

SOME ASPECTS OF DEVELOPMENT OF LIBRARY ACTIVITIES IN INDIA

By

T. C. DUTTA

Joint Secretary, All Bengal Library Association

The holding of a Conference of the library workers under the auspices of the All Asia Educational conference should usher in a new era in the development of the library activities suitable to the requirements of the East towards the diffusion of knowledge amongst the mass. I hope my Indian brethren would be able to focus the public opinion on this important issue.

The conduct of the library activities on Scientific basis is not very old in India. H. H. The Gaekwar of Baroda took up the task of adequate library service throughout his State and arranged for proper training of the workers. He provided free library service by proper State aid under the direct supervision of the curator of the State Library Department. But the case in other parts of India is quite different. Mass conciousness has not yet been sufficiently aroused for securing financial assistance for the proper upkeep of the libraries either by state-aid or from local bodies. The number of good libraries can be counted on fingers' ends.

What is urgently needed now is the enactment of some sort of legislation for the maintenance of Public Libraries on the lines of Public Libraries Acts in force in other countries. Amongst the eastern countries, China, Japan and the Philippine Islands, have shown splendid development in their library service only through their respective legislative enactments. India may not lag behind if her cultured children mind to have a network of free libraries by suitable legislation. In this connection, I must thank Kumar Munindra Deb Rai Mohasai M. L. C. for espousing the cause of the libraries in the Bengal council and his intention of introducing a bill on "Library Service" in the next session of the council. I would request the legislators of other provinces to take up the cause of the library movement in their own legislatures.

Another task of great magnitude would be achieved if Committees of Enquiry on Library Service are instituted by the different Legislatures to enquire and report on the existing library service with recommendations for the improvement and future development as has been done by the last Public Libraries Commission of Great Britain and similar commissions appointed in other countries either permanently or from time to time.

Since the first conference of the library workers held at Madras in 1918, the library workers all over the country have keenly felt the need of the co-ordination of their activities. The question of training of library workers was raised at the first Hooghly District Library Conference held at Bansberia and at the subsequent library conferences at calcutta and other parts of Bengal, but no suitable provision has yet been made. The Librarians of the Uiversity libraries should be requested to follow the example of Mr. Ranganathan and open training classes for short course of training for the library workers in their respective areas.

The need of a regular Indian Library Journal is keenly felt. The maintenance of a technical journal is essential in keeping the library workers well informed and helping them with information on library technique.

Much success would depend on Publicity. The publication of items of interest for library workers, or book lovers should be made at regular

intervals in the principal journals and leaflets should also be broadcasted by a central Publicity Bureau of library workers.

The interest of Trustees or the members of the Board of control of the libraries should be roused by inviting them to organise Library conferences in their local areas and take leading part at these conferences. The success of the library activities in the United States is mainly due to the untiring joint efforts of the trustees and Librarians in raising huge sums as Endowment funds for the construction and equipment of most of the decent library buildings all around and meeting a portion of the expenditure on maintenance. We should also try on similar lines here by organising Library Conferences at different parts of the country to enlist public sympathy. Every possible encouragement should be given by the University authorities, Government and board of management of the Public Libraries to depute their librarains and assistants to attend library conferences and infuse new life in the library activities.

India should also take some interest in the International Library activities. Mr. N. N. Ghosh, B. Sc, was the only Indian delegate deputed by the Hooghly District Library Association to attend the International gathering at Edinburgh on the occasion of the Fifteenth Anniversary meeting of the Library Association. Let us hope that India will be able to take more interest by sending suitable representatives at the next International gathering at Chicago in 1933 and be in a position to contribute her quota on promotion and encouragement of Bibliographical study and research on Oriental Literature.

The Madras Library Association has done splendid service during the short period of its career by enlisting public support on a large scale. I appeal to Messrs N. M. Dutt and S. R. Ranganathan to take lead in re-organising and revitalising the All-India Library Association on the basis of other national Library Associations. I hope my appeal will not go in vain.

THE RURAL LIBRARY MOVEMENT IN RAJSHAHI

By

B. CHOUDURI

Secretary, Binapani Sahitiya Mandir, Rajshahi.

History

The "Binapani Sahitya Mandir" is the name of a Library, situated in the heart of an agricultural area of the Rajshahi District, in the province of Bengal which was started about two years ago, with the object of raising a fitting memorial to the loving remembrance of Sreejukta Binapani Devi—a devout lady worker of light and culture in the locality. In the beginning, it was more of the nature of a family library rather than a public one.

But soon, the attention of the educated gentry of the place was focussed on it and shortly afterwards it was transformed into a living library with fine reading rooms and a large number of readers. Elated with this visible aspect of success, the organisers pushed on and on with electrified energy, till contrary opinions and party antagonism fell through for want of intellectual support—and what we find to-day is a brilliant prospect hovering round the library. People have now really understood the significance and utility of the work, which these earnest workers are trying to do in the form of library movement in such a neglected spot of the District and have gladly consented to co-operate with the aims and views of it.

Library

The Binapani Sahitya Mandir was declared open on the 1st day of July 1928, in a public meeting held on that date and in that ceremonious occasion.

Since then, it is situated in a spacious room in front of an open meadow. The site is open on all sides and stands centred in the busiest part of the locality. The library has two sections: (*a*) men's section, (*b*) women's section. At present, the women's section is labouring under certain difficulties for want of public support The men's section is doing splendid work.

Aim

The aim of the Binapani Sahitya Mandir is to propagate Education amongst rural people, through the medium of books, lectures, lantern-lectures demonstrations, and to ensure a higher percentage of literacy amongst the most backward classes.

For this purpose, the entire activity of the Mandir has been trifurcated into three different directions.

1. Library movement; 2. Social work; 3. Educational Propaganda.

1. Library movement

This is again divided into two branches.

(*a*) Night schools (*b*) Circulating libraries.

(a) Night School

We may mention here in this connection that about a dozen Night-Schools have been started in surrounding villages, since the inception of the Mandir and all with but a few exceptions are doing well.

(b) Circulating Library

Besides these, two Circulating libraries have been started within a radius of one mile, from the place where the main library is. These are, libraries subsidiary to the Central one. They are stationed at places, where the population is very thick, and evinces a natural desire to abide by what the proposed institution may impose on them. They are also asked to extend their help and ensure its success by liberal donations towards its maintenance and if all these conditions are satisfied, then a provisional recognition of the Circulating library is granted to the people concerned. This is, in short, the plan with which the Circulating branch of the Mandir has been opened and from a brief review of the work done in such a short time we are really surprised at the success they have thus achieved.

2. Social work

It may be asked as to why such a foreign element like "Social work" has been mixed with the so-called "Educational work" to make an unpleasant blend?

Yes, we understand this and perhaps, no one is more aware than ourselves of the ultimate

objective of our organisation. Library, and nothing less than the advancement of the cause of Library, ought to be our motto. But before we succeed in ramifying these diverse rural spots in the main artery of the Binapani Sahitya Mandir, one thing we ought to accomplish here. And that is to gain the heart of these rural people through work.

Work, we mean social, will bring us together in close contact. And it is only through social work, that we shall be able to win their heart and speak our heart to them. Thus through social-work we will gain their confidence and sympathy, which, in turn will prepare the soil for our avowed object.

Social work comprises (*a*) removal of untouchability; (*b*) Village sanitation; (*c*) Medical relief.

3. Educational Propaganda.

This comprises the most important item of work, which is being done to ennoble the educational spirit of the people. Occasional meetings are held in which important topics are freely discussed. Learned articles are read on the leading questions of the day and on such subjects as Politics, Religion and Sex.

Library (main).

The library is divided into two sections (1) Reading section. (2) Lending Section.

The Reading room is open to all intending readers and sits twice a day, *i. e.*, in the morning and evening, At present books are issued, free, and practically no security or liability is imposed on the willing readers.

At present, the number of books, which have been duly entered into the Catalogue, makes a fairly rough total of 5,000 of which a portion, say 5%, has been set apart as reference books. Of the remaining volumes, Vernacular (Bengalee) books equal in number the English books.

The books in Vernacular are specially high-class Novels and have been so chosen as to suit the taste of the reading public. Of course, people are strictly forbidden to read those books, which may be lacking in the fundamentals of morality. The books in English language are mostly standard works.

A few of these are Philosophy, Science and History books. Of course these are read by the educated people, whose number is very small.

Finance.

The Binapani Sahitya Mandir owes its origin to the munificence and generosity of a handful of self-less youths, whose unabated enthusiasm and princely sacrifice really deserve admiration.

There is neither any standing income nor any permanent property, which the "Mandir" may claim as its own.

It is at present financed by the members constituting the Executive Committee of the "Mandir". Consequently its financial condition is not such as to enable it to cope with the vastness of the work it has to discharge.

Constitution.

It is managed by an executive committee.

Progress.

The Mandir has done splendid literary work, last year. About 16 articles in English and Bengalee were read by eminent people and were then published in prominent journals, monthlies and newspapers.

Not fewer than 6 lantern lectures were delivered in public places. In the women's section about 4 articles were read by women. The social-workers toured in adjacent villages and lectured on the problems of rural health and hygiene and explained to the ignorant masses of the causes of Malaria, Cholera, etc.

On the whole, the progress made, in the years under review, is satisfactory.

Conclusion.

In nothing does the prestige of the country suffer so great, as in the absence of its high percentage of literacy. Ignorance of the masses that teem the hidden tracts of this vast country is proverbial though they may form the nucleus of corporate-life.

This fact, the members and workers of the Binapani Sahitya Mandir rightly and candidly appreciate.

Their resources are too poor, while their ideals, high. But their enthusiasm is never flagging nor are they ever disappointed.

Intelligent and hard-working youths have often volunteered their services, and the seeming untowardness of circumstances has vanished.

We fervently hope, that time and tenacity will assuredly bring success to this rural library, which has just now felt the touch of public help and admiration, in this part of the district.

ANDHRA CONTRIBUTION TO LIBRARY CULT

By

S. V. NARASIMHA SASTRI

President, Executive Committee, Andhra Desa Library Association.

India is passing through very eventful times. Endeavours are being made in various districts to enable Indians to assume greater responsibilities and greater powers to shape their own destinies.

Among the movements working for the uplift of the nation, that which is concerned with the cultural growth of the masses, is of first-rate importance and requires to be worked with the utmost urgency. The emancipation of the masses from the thraldom of ignorance and supersitition is the surest foundation for the upbuilding of the national progress in any direction. The orthodox solution for this all-important and nation-wide problem is the spread of education by making compulsory the attendance at school of all children of the school-going-age. Unto this end, Legislative enactments are passed by Legislatures and some effort is being made to divert thereto a part of the provincial and local finances and thus increase the literacy in the country. But barely ten per cent. of our teeming millions are literate; and even among this small number, the number of those who are sufficiently literate to improve themselves by their literacy is small, we might perhaps say, infinitely small. The number of the illiterate or the practically illiterate is legion. No amount of compulsory education, and no amount of money that may ever be voted will make this huge army of illiterates sufficiently literate to make their literacy a source of enlightenment and improvement.

How is this huge problem to be solved?

In order to prevent the half-educated from lapsing into illiteracy, and to enable the educated to extend the bounds of their education, Public Libraries have to be organised. These are a fitting and an *indispensable* complement to the school and the college. It is refreshing to find that the Library-cult so happily introduced into the country in all its varied aspects under such illustrious auspices as ~~that of~~ His Highness Sayajee Rao Gaekwar of Baroda, is making headway in many other parts of India, both British and Indian. But the school and its complement the Library, organised and worked purely on the western model has not satisfied, and, it is earnestly submitted, *does not* satisfy the requirements of the situation circumstanced as the Indians are.

And it is here that the contribution of the *Andhras* to the Library-cult comes in. The Library-cult, though imported into our country from the west, has turned the mirror inwards and caused us to reflect on the whole history of cultural progress in India. This introspection then revealed to us that literacy is not a condition precedent for culture; that numerous institutions were, apart from literacy, implanted in the country by our forefathers to spread culture among the masses; that they survive to this day; and that it only requires our present generation to put life and vigour into these institutions, and adjust them to modern environment to make them educative for serving our present-nay needs.

It is no new discovery that the *Andhras* have made, that culture can be imparted without at the same time promoting literacy. But, it must be said to their credit that they showed the time-honoured national institutions (which have for their intent and purpose the improvement of culture) in their proper perspective and gave them their proper place in the scheme of national education. This has been effected by extending the usefulness of the Library beyond what most of the Libraries in our country are (*viz.*, being mere repositories of books, lending them to those that go there) and even further than what they are in the west, with the children's sections, the visual section, the travelling library section, the reference section, and what not.

Man does not live by bread alone. How and why? In order that the entire manhood of man may be fully unfolded, not only has the body to be strengthened, and intellect sharpened, but his political instinct, his aesthetic nature, his moral aspect and his spiritual life have also to be *harmoniously* developed. Their tastes also differ and also their capabilities transposed. Unto this end, under the auspices of the Andhra Libraries, expounding of Puranas is conducted; performing of Kalakshepams carried on; concerts convened; enactment of street-dramas patronised; popular ballads sung; tournaments held; authors honoured; elocution contests organised. In a word, all that conduces to the well being

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of the body politic either has itr orign in the Library or finds its working there. It is never pretended that in every one of the hundreds of Libraries that are scattered in the nooks and corners of the Andhra Desa all these activities are carried on.

The ideal is there. It has been placed before the country. It is preached from the platform and through the press. Some carry on all these activities. Some others put such activities as are congenial to their particular environment. It must also be noted that with all the present tendency of modern India to industrialisation, the majority of Indians still live in villages. Hence, any movement which aims at the cultural growth of the masses should take special note of rural environment and rural needs. It is thus in the fitness of things that the Andhra Library Movement is predominently a rural one.

To take a case for example, the first Andhra Library was started in a village. It was started about the year 1898 in the village of Kumudavalli in the West Godavari District, with very humble beginnings by Ganjam Venkataratnam Garu, a great Andhra patriot of revered memory. Though in a village, it has not only lived so long, but it also occupies the proud privilege of being one of the ideal libraries in the province, to day. It owns an airy building situated in the middle of the village. It has a juristic existence. Its volumes number some thousands. It houses the local co-operative society. It administers local communal properties. Under its auspices, a free dispensary is conducted; a poor house is run; the local Prarthana Samaj hold their Bhajanas there. In a word it is the centre from which proceed all the healthy communal activities of the village.

THE WORK OF THE MADRAS LIBRARY ASSOCIATION

By

S. R. RANGANATHAN, M. A., L. T., F. L. A.,

Secretary.

The Madras Library Association owes its origin to the wave of Library enthusiasm that came in the wake of the 5th All India Library Conference held in Madras during the last week of December, 1927. It was founded on the 30th January 1928 for the purpose of promoting Library movement in South India. At the commencement of its 3rd year, that is, on 1st February, 1930, it had on its rolls 449 members, of whom 29 were Donor-members, 214, Life-members and 33, Institution-members.

Book Lists

With the aid of expert committees and the co-operation of the Director of Public Instruction, Madras, it has published lists of books in Tamil, Malayalam, Kanarese and Telugu suitable for rural libraries. These lists have been very popular. A committee is working on the preparation of a suplementary list of Tamil books. Another committee is at work on a list of English books suitable for public libraries and for children's libraries.

Other Publications

In 1929 'A collection of essays by Diverse Hands' was published on 'The Library Movement'. It contained 52 essays in English, 9 in Tamil, 9 in Malayalam, 6 in Kanarese and 8 in Telugu, the number of contributors being 80. Copies were freely distributed to several institutions with a view to broadcast the idea of Library Movement. The Department of Public Instruction and co operative societies rendered great help in carrying out the distribution in a fruitful manner.

The Association has also under contemplation the publication of a series of books on Library Science. The first volume, which is being prepared by me, is entitled 'THE FIVE LAWS OF LIBRARY SCIENCE' and is nearing completion. It is expected that there will be other volumes devoted to *classification*, *Catalogueing*, *Reference work*, *School Libraries*, *Rural Libraries*, and so on. Although the books are written in English it is proposed to publish trainslations of them in the chief South Indian Languages.

Library School

The Association is running a Summer School of Library Science during the months of April, May and June, in close co-operation with the Madras University library. The School was conducted by me during the last two years. Diplomas are granted to those who complete the course satisfactorily and pass the examination held at the end of the course. Diplomas have been so far granted to 25 persons.

Publicity

The Association is carrying on a publicity campaign both through the press and by arranging public lectures and propaganda tours. Chingleput, Tanjore, Malabar, and Coorg are some of the Districts in which intensive propaganda has been carried on by the representatives of the Association. Chingleput has already established libraries in its Union Towns. The District Board of Malabar is about to establish libraries in the chief centres of the District. The volume of correspondence that has originated from the outpour of enquiries we get shows that there is much room for a well organised library association or central agency to do advisory work.

Central Library

In its very first year the Association felt that the meagre resources of local libraries should be supplemented by a central library at Madras which should act as a general reservoir from which the outlying libraries may borrow the necessary books from time to time. With this in view the authorities of the Connemara Public Library, which has been till recently only a reference library, were requested to make it a lending library and to develop it as a central library. This representation met with success and the Government made the necessary arrangement to give effect to these proposals with effect from 1st January 1930.

School Libraries

While the ideal would be to get every school and college library manned by persons with special library training it was felt that this ideal could not be realised immediately. Hence as a first step in the direction the Association thought of inducing one or two graduates in each institution to familiarise themselves with the first principles of Library Science and to run the libraries with a sympathetic library outlook. As a means of realising this I have been delivering each year a course of about 10 lectures on Library Science to the students of the Teachers' College at Saidapet.

With a view to foster reading habit in School Children, the Association is just inaugurating a scheme the details of which are set forth in the annexure to this report.

ANNEXURE

A Scheme for fostering reading-habit in School-children.

"Such wider reading is the means by which we may supply an often much needed stimulus to a torpid imagination. . . . Train yourselves to read in odd moments of leisure and as you read endeavour constantly to appraise t e value according to your own standards of what you are reading." Such was the advice given to young men by H. E the Viceroy in his recent address to the Graduates of the Delhi University.

The habit of *purposeful reading* will not come of its own accord It has to be cultivated and it is better and easier acquired in the earlier days of school life than in later years. It needs conscious fostering in the children before they leave school. Indeed the best thing the school can do for the child is to induce in him a zest for the habit of reading and thinking.

The Council of the Madras Library Association feels that one possible method of doing it is to institute a prize for the best essay to be written by the school children on assigned subjects. The subject to be chosen by a school should be of sufficient local interest and such as requires the gathering of information from books and the supplementing of the same by personal observation and enquiry. About six months may be given for the preparation of the essay. It should be written in a good hand in a quarto note-book. It should be in the form of a regular book, *i.e.*, divided into chapters and provided with contents, index, illustrations, cover decoration, etc. It should further mention at the end all the sources from which the child gathered information, *viz.*, author and title of books studied, maps and illustrations used, persons from whom information was obtained, specifying the facts and data so obtained, direct observations made, if any, with details of places, etc.

The essay is to be written at home and submitted before the appointed day, preferbaly along with a diary showing the work done in connection with it, date by date. It may be advisable, in the first instance, to throw the competition open to the children of the V and VI Forms. The schools of a particular locality may well conduct the competition jointly.

The Madras Library Association intends to institute a few prizes for the purpose. They will be awarded to the children of the schools to be selected from time to time. Ordinarily the prize will be continued to a selected school for three consecutive years. The Association would like to see that local arrangements are made by that time to continue the scheme.

In the case of the selected schools, the Headmasters of the schools should make the necessary arrangements to conduct the competition, value the books and pick out the six best books and send them to the Secretary of the Association by a specified date along with a nominal roll of the competitors showing against each, the name, the age and the class. The roll may also indicate the respective ranks of the children whose notebooks are forwarded.

The names of all the schools which enter the scheme, whether selected for the Association's prize or not, will be published in the Annual Report of the Association, along with a short account of any report we may get from them on the working of the scheme.

It may, perhaps, be stated that this idea is not new. This is really suggested by the example of the schools in the Borough of Croydon in England which have been carrying on this kind of competition. Some of the subjects chosen there were: (*i*) A voyage round the world; (*ii*) Bird life; (*iii*) costumes of Croydon; (*iv*) The buildings of Croydon; (*v*) The Aeroplane; (It must be remembered in this connection that Croydon is a big Air-centre); and (*vi*) School-sports. A few specimen copies* of the Essay books written by the children of Croydon are now with us and we shall be glad to send them for the perusal of the schools that come into the scheme. It was found that the working of such a scheme had contributed not a little to the high level of reading habit, the remarkable resourcefulness and healthy self-reliance observable in the children of Croydon.

* These note books are on view in the library Exhibition Room.

THE ORGANISATION OF THE LIBRARY PROFESSION IN GREAT BRITAIN

By

LIONEL R. McCOLVIN, F. L. A. (HONS. DIPL.)

Chief Librarian of the Ipswich Public Libraries.

Throughout the last few decades there has been an increasing tendency for those engaged in any particular profession to form themselves into associations, and then to see that these associations shall be thoroughly representative and comprehensive. This is in every way a good thing, and benefits not only the professional worker but, to a much greater extent, the general public. The professional man, by the very nature of his career, is first of all a public servant be he a doctor, a lawyer, or a librarian-and his primary aim cannot but be to secure that the interests he has at heart are adequately supported and efficiently promoted for the common good of humanity. When it is realised that in all spheres of professional work it must generally be the expert who can diagnose needs and envisage possibilities of improvement, since these depend so much on specialist knowledge, it will be agreed that the professional man must bear a large share of the responsibility for the full promotion of his own field of activity.

If he is wise he will, however, seek to ally himself with all those non-professional men and women who have special interest in the knowledge of his work, and also those who, representing the public and the various responsible authorities, can help him to put his ideals into operation. For the public is inclined, no doubt unjustly, to look askance at the purely professional organisation One of its aims must be the advancement of the status and reward of the professional himself. The latter knows too well that his potentialities for good public service

depend to some extent upon these things, and to a greater degree upon ensuring that all engaged shall be fully qualified by training and experience for their responsibilities.

All this applies to the organisation of the Library Profession in Great Britain, which for over fifty years has centred round the Library Association. This Association has never been nor sought to be a purely professional organisation, though to-day it embraces the great majority of practising librarians It has never sought to concern itself with matters affecting the relationships between librarians and their employers, saving to prevent, when possible, the appointment of unqualified people, acting thus in the public interest. The Library Association has aimed at uniting "all persons engaged or interested in library work", local authorities, representatives of organisations with kindered ideals, members of the general public as well as professional workers. This fact has undoubtedly given the Association a prestige and a power that it could not otherwise have enjoyed, which fact is indicated by the record of its achievements in the cause of the library movement in the country.

The Library Association was founded in October 1877 at the first International Library Conference, held in London under the presidency of the late Mr. J. Winter Jones, The Principal Librarian of the British Museum. It must be remembered that even then librarianship was a young profession. Though there had been libraries of various types in the country for many centuries, in 1877 the great public library movement was still in its comparative infancy. There was much to be done. The library movement had to be stimulated ; the technique of modern librarianship had to be studied and adapted to changing conditions ; the very nature of librarianship—the recruitment and condition of library workers—needed to be stabilised ; a scheme for the education of library workers had to be initiated. Undoubtedly, October 5th, 1877, was a crucial date in the history of British educational and cultural progress Commencing with a membership, in the first year, of 180, in some seven years this had increased to nearly five hundred. Now (1930) there are approximately 3,000 members. Significant is the fact that in 1877 only ten per cent of the population had any access to public library facilities, whereas today, practically every town and country is served. And there has been an even greater development of non-public, specialist, library facilities. To what extent this progress is due to the organisation of the library profession it would be difficult to say, but undoubtedly it has been the vital factor. The Library Association was incorporated by Royal Charter in 1898.

Naturally the initial membership of the Association embraced only a small percentage of those engaged or interested in library work. Indeed, up to quite recent years, it could not have been claimed that the Library Association was really fully representative. To-day, however, the position is different. In 1928 new bye-laws were adopted by the Association which made it easier for all interested to enter the Association on terms of equality of membership. As a result various associations operating in a part of the country, or comprising those engaged in a particular section of librarianship, which had been previously independant, have since affiliated themselves with the Library Association, forming either branch associations or sections thereof.

In no instance have the special interests of the affiliated bodies been sacrificed ; instead the gain to all from the union is inestimable Among the associations thus to join the parent body are the Scottish Library Association, and the Association of Assistant Librarians.

This latter organisation demands further mention. It was formed in 1895 as a result of discussion among the students at a Summer School, organised by the Library Asssociation. It was felt that on the one hand it was often difficult for assistants to attend the meetings of the Library Association, and on the other that they had their own special problems and would benefit by the fuller scope and greater opportunities of an organisation of their own. Since then by means of meetings, study circles, international visits, publications and the like, the A. A. L. has been a vital force in the improvement of the education and development of the younger members of the profession and indeed, since the majority of the chief librarians of today have in their time come under its influence, of the profession in general. In no wise will the spirit of the A. A L. be impaired by its new allegiance ; instead much good is bound to result from the fresh opportunities for cantact and work in common.

As this is not an account of the Library Association and its achievement it would be out of place here to discuss its influence upon library development in general. Two points, however, are clearly germane to this question of organisation. Firstly we must consider the educational work of the Association. Without trained librarians there can be no librarianship worthy of the name, yet, as Ernest A. Savage, the Hony

Secy. of the Association, remarks, "Nobody worried about training librarians until this Association undertook the task." It began in 1893 with Summer Schools, later organising regular courses of instruction, for some years before the War at the London School of Economics. Since 1896 it has held examinations. In 1902 a systematic syllabus came into operation, sectional certificates and a Diploma being awarded to successful candidates. In 1919 in conjunction with the University authorities, a School of Librarianship was established at University College, London, and later another school was instituted in association with Manchester University. While there are still many ways in which the educational work of the Association can and undoubtedly will be developed, the activities of the Education Committee of the Association are among the finest contributions it has made to librarianship.

The Diplomas of the Association and of the London University School are recognised by authorities on all hands as the official diplomas of professional education, and it is becoming more and more essential that all library workers should pass their examinations. For several years the Association has also conducted correspondence classes in the various subjects in the syllabus.

The second point is that of registration. If the appointment of unqualified people is to be obviated, and if the trained librarian is to be recognised as such by the authorities and the public, it is necessary that the qualified should have some recognised and approved indication of the fact. Under the revised bye-laws of the Association a register was established upon which only those who are qualified by training and experience are enrolled, these people, only having the right to describe themselves as Fellows and Associates of the Library Association.

To this extent, then, do we find organisation in the Library profession—that all those who seek to maintain and improve the services rendered by libraries of all kinds may ally themselves with a representative association which will provide the fullest possible opportunities of the exchange of ideas and information, which shall watch all matters concerning libraries and those engaged in library work, that will devote its utmost attention to the better equipment of library workers, and see that their professional qualifications are properly recognised. The Library Association is necessarily, therefore advisory and educational. It would be totally foreign to its constitution and ideals for it to assume any of the functions of an employees' or employers' association. Indeed there is no need. With the increasing recognition of the importance of libraries to the general public, with more and more efforts to make libraries efficient, and those who administer them worthy of the respect due to the able public servant, surely other considerations may be left to enlightened public opinion.

In conclusion I would point out that though the Library Association may draw most of its support from the British Isles it is not in any way limited to that area. It numbers in its ranks many of those who are working in various parts of the Empire and in other countries. It would welcome new members from other lands. The problems and ideals of librarianship are, after all, common to all people, and especially the librarians of England are keenly interested in the work of their colleagues in the East.

SOME FACTS ABOUT LIBRARIES IN THE PHILIPPINES PARTICULARAY THE NATIONAL LIBRARY

By

EULOGIO B. RODRIGUEZ

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Several American tourists came to the Filipiniana one day to see our rare books and valuable documents on or about the Philippines and the Orient that are preserved to posterity. "Oh, I am touching a book three hundred years old. What a treasure !" commented one. I explained to them : "We had had a Printing Press in the Philippines for already thirty-six years before United States ever had one. The first Printing Press was introduced here in 1602, and the first one in the United States was introduced in Cambridge, Massachusetts, iu 1638."

"Well, we did not know that," answered one of them. I then added : "This does not necessarily mean, however, that we are more progressive than the United States."

Indeed, very few persons realize that long before the Pilgrim Fathers had landed at Plymouth Rock in 1620 there were already several libraries in Manila containing religious books imported from Spain, religious works in the vernaculars written and printed here several manuscripts on prayers, linguistics and history.

Library collecting in the Philippines began with the early Spanish religious Missionaries. By 1920 the religious orders of the Franciscans, Dominicans, Augustinians, and the Jesuits had built central convents in Manila, and the Recollects erected theirs in 1606. Following the example of the monasteries in Europe, the different religious orders established their libraries at the time when these convents were constructed. The Missionaries themselves who had a peculiar but natural method of absorbing the native languages and dialects translated several books into the vernaculers, and these translations, either in manuscripts or in printed form, were preserved in their own respective libraries. These convent libraries were therefore rich in what the missionaries have written : (*a*) vocabularies, dictionaries and grammars of several dialects ; (*b*) books on devotional subjects, Christian piety, lives of Saints, religious manuals, tracts, prayers, sermons and confessionals. It might be noted that though most of these printed works were on religious topics, a large number were on local historical and linguistic subjects.

In 1602 when Printing was introduced into the Philippines most of the books found throughout the different nooks and corners of this Archipelago bore Philippine imprints. Two general kinds of paper were used : the linen paper whose quality survives the humid tropical climate, and the rice paper which becomes brittle and fragile by age. Most of our rare and unique collections were printed in rice paper. Although these collections, for three centuries, have survived from the attacks of *anay*, book worms, and moulds, they, however, suffered from their more dangerous enemy which is the characteristic humid tropical climate.

The Convent libraries suffered from various disasters beside the ravages of the natural enemies of books. In 1762 during the British occupation of the Philippines, many British soldiers burned or destroyed several books and documents ; those who were book collectors, looted many precious manuscripts and books which have found their way into, and are still to be found in the British Museum. The work of Pedro San Buenaventura "Vocabulario de la Lengua Tagala" printed in Pila in La Laguna, in 1613, considered as the best vocabulary in that century, is now in the British Musuem. Again, during the Spanish American War in 1898 these convent libraries were greatly damaged. Many books and documents were. however, saved and sent by the different orders to Spain.

Of all the religious orders in the Philippines undoubtedly the Dominicans have the greatest collections. They have over 10,000 books besides the archives of the famous University of Santo Tomas. the oldest University under the American flag, which contains many rare and precious manuscripts worthy of publication. Formerly this convent possessed the first edition of the "Arte de la Lengua Ta gala" by San Jose, which was published in 1610. But now this book can no longer be found here except the second edition printed in 1752.

The Augustinians have about 8,000 Philippine materials. In this library are found some rare and important incunabula and first class printed works like the "Belarmino" of Fray Lopez. The "Recordial" of this Order at Valladolid, Spain, has many invaluable Philippine manuscripts and publications.

The Franciscans have about 7,000 Philippine materials The rare Tagalog Dictionary of Fray Padro San Buenaventura is found in the convent library of this order.

The Jesuits and their Ateneo de Manila college have a good collection, but a good part of them was reported to have been sent to Spain to save them from destruction in the Spanish-American War. This convent has almost a complete collection of Dr. Jose Rizal's compositions written while he was a student of the Ateneo de Manila.

Of all the religious orders in the Philippines, the Recollects have the smallest library. Fray Miguel Lucio Bustemente, the author of the book entitled "Tandang Basion Makunat', in which he maintained that it would not be advisable for the Filipinos to understand Spanish because the moment they could speak Spanish they would become enemies of the King and of God, was a Recollect.

The most important archive containing the web and wood of the whole history of the Philippines is the Division of Archives of the National Library, which is quartered on the ground floor of the right wing of the Ayuntamiento Building. This Archives collections, which embrace not only the general documents of the Spanish Government, but also the old Audiencia or Supreme Court records form the largest body of Philippine manuscripts in existence, with the single exception of the collections of the "Archivo General de Indians" in Seville. It is estimated that the Archives collections contain at least five million documents. A few months of diligent research in this archive by any student of Philippine history will be highly rewarded.

The archive located in the Supreme Court building, contains a mass of documents of the Spanish Supreme Court (Audiencia) and papers on criminal and civil cases.

The Library at Fort Santiago contains materials on military matters and confidential papers—a sort of "Who's Who" on many prominent Filipinos, most of whom are now public officials.

It is a curious thing to know that rare books and manuscripts of great intrinsic value from the Philippines are preserved in the libraries of Madrid, Sevilla and Mexico. The famous manuscript of Pigafetta, the sole eye-witness who made a report of Magellan's voyage around the world, is found in the Ambrosonian Library in Milan, Italy. The Library of Congress at Washington has "El Arte de Lengua Tagala" by Fray San Jose; it has also nearly all the reports of the consuls who have been in the Philippines. Mr. Edward E. Ayer of Chicago was a great Filipiniana collector. It was reported that Mr. Ayer was buying from the Campania Tabacalera, its Filipiniana collection for one million dollars ($1,000,000) the very same collection which the Tabacalera, a month previous, sold to the Philippine Government for Two Hundred Thousand Pesos ($200,000). The Ayer collection has the original of Rizal's diary, a collection of the "awit" of Barrantes, Corridos, and other Philippine literature. The archives of the Bureau of Insular Affairs, War Department at Washington, has all the papers, telegrams, letters and records of the Katipunan and the Filipino-American Revolution, and other materials on contemporary Philippine history. It has also a complete collection of all the reports of the governments of the Phillippines, Hawaii, and Porto Rico. Gen. Frank McIntyre is a veritable walking encyclopedia when it comes to matters pertaining to the United States dependencies, especially the Philippines. The Bibliotique Nationale de Paris has a copy of the first map of the Philippines made by Padre Maurillo Velarde, sketches of oriental customs and some rare books about the Philippines. Medina, the Chilean scholar, a bibliographer on Philippine subjects, has a good Filipiniana collection.

There are also numerous provincial archives throughout the Islands, baptismal registries in different churches which are excellent sources of historical materials. To these can be added the private collection of Don Epifanio de los Santos, Don Ignacio Villamor, Prof. H. Otley Beyer, Dr. Bantvg, Don Teodoro M. Kalaw and Prof. Craig.

Had it not been for the different wars that caused the destruction of several convents in the Philippines, a great many provincial convents would have good libraries of their own, which would be exceptionally strong in linguistics. It was because Spanish priests had to master the native dialects if they were to be understood in their sermons by their flocks.

Early Printing.

It is not out of place to speak on Printing press when one speaks on books, much less to

write on the brief history of Printing press of this Archipelago when one writes on the brief history of libraries in the Philippines.

Printing through typography was introduced here in 1602 but none of the works printed in that year and in the following three years is known to be extant Uudoubtedly, they have been destroyed either by insect pests, or fire, or earth-quake, or by the tropical climate which is so inimical to the preservation of books or printed materials. But some works printed in 1606 in Binondo, Manila exist. In 1610, printing press was established in the Province of Bataan, with the famous Tomas Pinpin as the printer Pinpin was the pioneer Filipino author, philologist and humanist. By way of digression Pinpin had 14 printed works *de visu* from 1609, some are unique, others are very rare now, and most are out of print, while some could be found in the British Museum in London, some are in the four old convents of the religious corporations in Manila. some in the National Library, and some in the private collection of Don Epifanio de los Santes.

In his book written in both Tagalog and Spanish. entitled "Librong pagaaralan nang manga Tagalog nang Uicang Castila, Bataan, 1610," he demonstrated that he was the first Filipino who mastered both Spanish and Tagolog and was able to compose poetry alternately, using Spanish and Tagalog in a single verse.

In 1613 Printing press was Introduced in Pila, Laguna, where Pinpin was supposed to have transferred to manage the printing work. In 1618, a printing press was introduced in Bacolor, Pampanga. But from 1640 to the year of American Occupation in 1898 printing flourished by leaps and bounds in Manila and in several places of the Philippines. It is logical that the rapid increase of Printing press has been and is a great factor in increasing the number of books in libraries and homes and in the intellectual growth and development of cultural ideals of the Filipinos.

The Spanish Government in the Philippines through the Royal Decree of 1887 established a public library known as Museo Biblioteca de Filippines and was inaugurated on October 24, 1891. The first Librarian was Jose Clemente Zulueta. The first public library, however, that came into existence under the American Occupation was the American Circulating Library of Manila. organised by the American Library Association (1900) by a memorial to the American officers and men who have lost their lives in the service of their country in the Philippines. The library started with 1,000 volumes donated by the women of the Red Cross Society of California, and in 1901, the collection increased to about 10,000 volumes. This American Circulating Library was offered to the Military Government by the Board of trustees and the executive board of the American Library Association in 1901 and by Act No. 96 of March 6 of that year the donation was accepted. On November 6 of the same year by Act No. 222, the Library came under the Department of Public Instruction as an independent bureau, and on November 1, 1905 by Act No. 1407, the American Circulating Library was abolished as a separate independent bureau and became a division of the Bureau of Education.

In 1900 the Bureau of Education succeeded in securing some of the works on things Philippine from the collection of the Museo-Bibliotecs de Filipines", the institution which was organized by a royal decree of 1887. This Filipiniana collection was made an adjunct of the American Library Division. On June 3, 1908, Act No. 1849 was enacted for the purpose of establishing a public library to be known as "The Philippine Public Library," appropriating 3,000 for the purpose of acquiring books and documents relating to the history of the Philipines.

Then on May 20, 1909, Act No. 1935 was passed providing for the consolidation of all libraries belonging to any branch of the Insular Government.

The present National Library is the result of the reorganization authorized by Act No. 2572 enacted on February 4, 1916, in the interest of efficiency and uniformity of the public service in the Philippine Government. The Act provided for the consolidation of the Philippine Library, the Division of Archives, Copyrights, Patents and Trade Marks, of the Executive Bureau, and the Law and Liberty Division of the Philippine Assembly.

Historically speaking this present library is the continuation of the Museo-Biblioteca de Pilipinas established by the Spaniards in 1891.

But the first important piece of legislation ever put on the Statute Books of the Philippine Islands was Act No. 6?8 passed by the Philippine Commission on March 17, 1903, on the subject of the conservation of the materials and sources of Philippine culture, history, literature, and linguistics which act provided, among other things, for the appointment of that Filipino Scholar Jose Clemente Zulueta as Librarian entrusting him with the duties of visiting, under

the supervision and direction of the Civil Governor, the countries of Europe, Mexico and other places, "for the purpose of purchasing books and manuscripts relating to the history of the Philippine Islands making historical researches into said history, procuring copies of official documents relating thereto, with the view to the foundation in Manila, of a public historical library upon the subject of the Philippine Islands." Mr. Zulueta was able to collect numerous copies of manuscripts from the Archives of Spain and other countries of Europe before he died in 1904. As a result also of his efforts these manuscripts entitled "Documents Ineditos de Indias" are now part of the Filipiniana Division.

But the greatest piece of local library legislation enacted by the Philippine Legislature on Filipiniana was Act No. 2223 passed on February 3, 1913, appropriating the sum of 200,000 for the purchase of the library of the Compania General de Tabacos de Filipinas at Barcelona, Spain.

Dr. James A. Robertson, the first Librarian of the Philippine Library said :

"The history of the Tabacalera collection, one of the most important of all special collections known, is interesting. The fact that a great commercial company gathered this collection together makes it all the more remarkable. As far back as 1883, the then director of the tobacco company Sr. Clements Miralles de Imperial, began to collect books on the history of the Philippine Islands, collecting at first only in Spain, and, in general, only modern works; but his field of operations gradually extending into all the countries of western Europe, and the scope of collection being made to include also old and rare works. It is indeed, in some measure due to the company's eagerness in collecting that the price of Filipiniana began to ascend, although it is true that the greatest ascent in prices has come only since the American Occupation; and the company was a great means for the stimulation of sales. The Conde de Churruca, Vice-director of the company, and the librarian, Sr. Jose Sanchez, were also keen collectors, and each worked earnestly to make the collection complete. Each of the three was imbued by that true love for books which distinguished the book lover from the mere collector, and each knew intimately the inside of the library. • •

"In 1894, the company entered into its first real negotiations with Sr. W. E. Retana, newspaper writer and the author of many works on the Philippines, and well known in the Phillppines for many reasons, and with the Madrid bookseller, Sr. Pedro Vindell. After this time the growth of the library was more rapid.

"In 1895, following Retana's suggestion, the company began the collection of manuscripts and documents on the Phillippines which were copied from originals in the Archivo de Indias in Seville. After 1899, the choice of the documents copied was left to Rev Pablo Pastells, S. J. formerly rector of the Ateneo de Manila, a keen student in Philippine and South American matters, and who has spent considerable time in the Seville Archieves. In all about 34,000 double folios were collected.

"In 1900 the first large addition was made to the collection by the purchase of the Retana collection, then probably the best library of Filipiniana in existence. Retana has been an eager collector, and both in Spain and in the Philippines had had excellent opportunities for collection. He published a bibliography of this in 1898 which, with the bibliographical work of Medina, the Chilean Scholar, forms a valuable source for the study of the bibliography of the Philippine Islands.

"In 1904 Vindell published his well-known catalogue of Filipiniana (much of the work of which was done by Retana) and the first best pieces of this were immediately bought by the librarian of the company, Sr. Jose Sanchez, for the Tabacalera collection. About this time the company decided to publish a catalogue of its library. The compilation of this was given the charge to Sr. Retana who, with very great assistance from the Librarian, Sr. Jose Sanchez, finished his work and published in 1906 a three-volume catalogue under the titles Aparto Bibliografico de la Historia Ganeral de Filipinas deducido de la Collection que Posee en Barcelona la Compania General de Tabacos de Dichas Islas. This publication forms one of the best sources for the study of the bibliography of the Philippine Islands. It contains 4,623 separate titles arranged chronologically, and has much valuable historical as well as bibliographical information.

"The Library was housed in the main offices of the company one entire room being given over to this. Among its books were various copies from such well-known collections as those of Swlewesi, Ramirez, Duke of Alba, Fermin Caballero, Marquis of Liedena, Salva-Heredia, Emperor Maximilian, Sancho Rayon, J. F. Medina, Cabezas de Herrera, Barrantes, General Terrero, Tiscar, Zapater, and others. The librarian had made a card catalogue of the entire collection, classifying each letter representing one section

of eight shelves, and being followed by the number of the shelf and book. The company, with great generosity, allowed free access to its collection, and many scholars have worked among its treasures. Every book is bound, many of them sumptuously, such well-known binders as Beyer, Bedford, Zahusdorf, Durand, Menard, Ginesta Ariasf and H. Miralles be ng represented.

"Some few of the notable books of the collection are the following: TRANSILVANUS, Maximilianus;—De Moluccis Insulis, Coloniao, 1523; RAMUSIO, G. B.;—Belle Navigationi et Viaggi, 3 vols., Venetin, 1554, 1606, 1565: FERNANDEZ DE OVIEDO. G.;—Historia General de las Indias, Valladolid 1557; ALVAREZ, Francisco; Historia de las Cosas de Ethipia Zaragoza, 1561. COPIA DE UNA CARTA VENIDA DE SEVILLA, Barcelona, 1556 (the first printed account of Legazpi's expedition, and unique) GONZALEZ DE MENDOZA, J: Historia de las cosas mas notables, ritosy costumbres del Gran Reyno de la China, Roma, 1585 (of this celebrated book, over 40 different editions, counting translations into Latin, Italian, French, German, Dutch and English, have been printed, 27 of which are contained in the collection); ACOSTA, J.: Historia Naturaly Moral de las Indias, Barcelona, 1591; TELLO, F.: Relacion, Sevilla, 1598; ORTELIUS: Epitome theatri, Antverpiæ, 1601; RIVADENEYRA, M. de: Historia de las Islas del,y Reynos de la Gran China, etc., Barcelona, 1601; RELATIONE BREVE del Padre Diego de Torres, Roma, Roma, 1603; CHIRINO, Padre: Relacion de las Islas Filipinas, Roma 1604; RELACION DEL levantamiento de los Sangleyes, Sevilla 1606; WYTELIET: Historie Universelle de Indes Occidentales; Dovay, 1607; LEONARDO DE ARGENSOLA, B; Conquista de las Islas Molucas, Martin, 1609; MORGA, Antonio: Sucesos de las Islas Filipinas Mexico, 1609 (one of the rarest of Filipiniana); FERNANDEZ, Alonso: Historia eclesiastica de nuestros tiempos, Toledo, 1611; VERDADERA, relacion de la maravillosa victoria que en la Ciudad de Manila...han tenido los Espanoles contra la poderosa Armada de los Corsarios Olandeses, Sevilla, 1611; RIOS CORONEL, H. de los: Memorial y Relacion, Madrid, 1612; CRIJALVA, Juan de: Cronica, Mexico, 1624; RELACION VERDADERA, y breve de la persecvcion...en Japon, Manila, 1625; LEON PINELO, Antonio de: Epitome de la biblioteca Oriental y Occidental, Madrid, 1629; VOCABULARIO DE JAPON, Manila, 1630; STAFFORD, Ignacio Historia de la Celestial vocacion Misiones Apostolicas y Gloriosa Muerte del Padre Marcelo Francisco Mastrilli, Lisbon, 1639; SAN NICOLAS, Andres de: Historia General de los Religiosos Descalzos, Madrid 1961; ADUARTE, Diego. Historia de la Provincia del Santo Rosario, Manila, 1640 (extremely rare); COLIN: Labor Evangelica, Madrid, 1663; COLBES, Francisco: Historia de las Islas de Mindanao,Jolo y sus adjacentes, Madrid, 1767;and many other little-known, unique and rare titles, embracing history, technology, linguistics, theology, politics, etc., of which space permits not mention."

To the $ 200,000 Tebacalera collection were added Zulueta's collection, $ 18,000; LeRoy's $ 2,600; Dr. Tavera's $ 25,000: Ponce's $ 24 000; original manuscripts of Noli Me Tangere $ 25,000; the original Rizal's "Ultimo Adios," the precious Rizal's collection, $ 7,000; Retana's collection $ 15,000; original manuscript of "El Filibusterismo", $ 10,000; the original manuscript of the blood compact of the Katipunan $ 2,200; and Rizal's French Note Book, $ 1 000. Many donors also have presented individual works. We have a very valuable collection of manuscripts copied from originals existing in the Archive General de Indias and number between 6,000 to 8,000. The importance of these papers for students of Philippine history can not be overestimated. The best collection of Philippine newspapers are also found in this division.

Without question this Filipiniana collection is the largest and richest in the world which could not be duplicated anywhere and at any time. When the famous Japanese Scholar and Philologist, Dr. Kisosato visited our Library, he was very much astonished to find among our collection a copy of "Vocabulario de Japon," printed in Manila in 1630 Ha said that this book is unique and it could not be bought for $ 10,000.

This bureau besides performing the functions of a national and public library as well as a legislative reference and bill-drafting bureau, it also performs the functions of an archive.

As a national library it has the Filipiniana Division containing the richest and best collection on Philippine materials in the world.

As a public library it has a Circulating Section, a General Reference and Periodical Section, and Extension Section in charge of the organization of libraries and deposit stations in the provinces, a Catalog Division, which classifies and catalogues the different collections, a Binding Section, a Copyright Section where intellectual and artistic works in the Philippines are copyrighted. This latter section gives to the Bureau money in the forms of fees, and two specimens, or copies of each work copyrighted, increasing thereby the Bureau's collection. The registra-

tion of Priests and Ministers is also undertaken by this bureau A fee of $ 2.00 is required from a priest or minister registered.

As a legislative reference and bill-drafting bureau it has a Legislative Reference and Documents Division for the use of both Houses of the Philippine Legislature as well as of other departments of the Philippine Government. This division is also an official depository in the Philippines of United States public documents.

The Archives Division is in charge of the care and preservation of the old documents of the Spanish Government as well as the new documents sent there from time to time for the purpose of preservation in accordance with law.

Through the Superintendent of the School for the Deaf, Dumb, and Blind together with the wife of an American Army officer, this Library is now extending its service to the blind. Indeed. "The blind world is the seeing world in miniature, and books that appeal to the average man and woman appeal even more strongly to their fellow blind citizens, who are cut off from so many of the ordinary activities of life." And as Helen Keller once said, "To know what the blind man needs, you who can see must imagine what it would be not to see and you can imagine it more vividly if you remember that before your journey's end you may have to go the dark way yourself. Try to realize what blindness means to those whose joyous activity is stricken to inaction."

O what a happy child I am,
  Although I cannot see!
I am resolved that in this world
  Contented I will be.
How many blessings I enjoy
  That other people don't!
To weep and sigh because I'm blind
  I cannot and I won't;

If we, in this Bureau cannot bring back the light to their eyes, we at least, through the WOMEN'S CLUB, can extend a helping hand to them by furnishing a reading room for their appropriate books and magazines. In fact, our plan for a greater national library and for more free public libraries in the Philippines, includes the creation of a new section for the children and another section for the blind. The latter is partly realized.

The new section already has 71 books and 51 magazines issues, all in braille for our blind readers.

During the year 1929 our National Library has circulated for home use by its different sections and branches, a monthly average of 22,697 books. In the Central Circulating Section alone, the average monthly circulation was 13,044 and the average daily was 433 books. Our National Library with its eleven branches has circulated a total of 272,371 books for the year 1929. The number of books used in the Library as reference are not included in this figure. August and October are the busiest months of the year having a circulation of 27,806 and 26,278 respectively. Fiction is the most popular (108,186); then comes Literature (31,543); Sociology (25,303); History (17,347); Journey (15,287)! Useful Arts (14,330); Philosophy (13,264); Biography (9,576); Natural Science (9,500); Foreign (7,025); Religion (5,707); Geography and Travel (5,492); Fine Arts (4,188); Philology (4,017) and General Works (1,604).

The following is the statistical summary of the Annual Report of the National Library for the year ending 1929:

Name of Library.—National Library
City; Manila, Philippine Islands
Director.—Teodoro M. Kalaw
Assistant Director.—Eulogio B. Rodriguez
Founded.—1900
Population served,—11,500,000
Free for lending
Free for reference
Central Office:
  Administrative and Copyright Division
    Binding Section
    Janitors Force
  Accounting and Property Division
  Catalogue Division
  Legislative Reference Division
    Documents Section
  Archives Division
  Library Division
    Filipiniana Section
    Circulating Section
    Gen. Ref. & Per. Section
    Extension Section
      11 Provincial Branches
      6 Deposit Stations

Number of days open during the year... 300

Hours open each week for lending 8.00 a.m.—8.00 p.m.
(Except Sundays and Holidays)

Hours open each week for reading 8.00 a.m. 8.00 p.m.
(Except Holidays)
Sundays 4.00 p.m. 8.00 p.m.

Resources:
Number of volumes added during the year ... 16,734
Number of volumes lost or withdrawn ... 671

Total number of volumes at end of year ...	167,546
Total number of pamphlets ...	303,690
Total number of manuscripts (estimated) ...	50,000
Total number of maps (estimated)...	2,500
Publications received ...	8,056
Number of articles, materials, etc., indexed ...	29,782
Number of subjects clipped ...	90
Number of copies of magazines and newspapers (including gifts) ...	932
Number of books, copyrighted ...	319
Number of materials typewritten ...	79
Use:	
Number of volumes of fictions lent for home use ...	108,186
Number of vol. of non-fictions for home ...	164,185
Total No. of vol. used ...	272,371
Total No. of reference consulted in the reading rooms (including books, pamphlets, current periodicals, etc.) ...	847,495
Number of ready ref. answered ...	23,324
Number of munuscripts consulted ...	189
Number of maps consulted ...	2,299
Musics consulted ...	469
Clippings consulted ...	621
Exchange service ...	946
Other Activities:	
No. of borrowers registered ...	14,721
No. of borrowers dropped ...	2,328
Total No. of borrowers end of year...	88,019
No. of readers in the reading rooms...	656,902
No. of ministers registered ...	305
Total No. of ministers registered to date ...	2,130
No. of visitors ...	5,070
No. of books catalogued and classified ...	6,855
No. of books bound and rebound ...	6,010
No. of bills drafted ...	327
No, of copyright entries ...	471
Personal:	
No. of staff, library proper ...	144
No. of provincial force (excluding those paid by the provincial funds) ...	21

Within its limited appropriation our National Library with its eleven branches and five deposit stations scattered throughout the country from northern Luzon to southern Mindanao, besides furnishing intellectual laboratory workshops for the students of our schools and colleges, performs, in a sense, the function of continuation schools for all those who wish to take advantage of the educational opportunities they offer. They stand for the intellectual growth of our citizens for the development of cultural ideals. They minimize illiteracy; they knock out ignorance which is the menace to our civilization; they purify democracy. If the Philippines must continue to grow and assume her place among the peoples of the earth, the minds of her people must also grow. The schools are, by their nature, obliged to limit their influence only to persons of school age, and, as we now see, they are not even sufficient to accommodate all those who knock at their doors There must be some way out, some way to continue the educational growth of the Filipino people. And that way is the public library. It is the most dramatic of our educational institutions in the Philippines. It provides information on all sides of every important question. It is free from party politics; it is free from religious intolerance and prejudices. It elevates and furnishes us with a clean and profitable reading. It is an institution, which in a large measure, offers the solution to the problem of universal free education in the Philippines. "On the diffusion of Education among the People rest the preservation and perpetuation of our Free Institutions." (Webster)

Besides the National Library there are in the Philippines other libraries; namely, the libraries of the Bureau of Education, the Bureau of Science Library, the Supreme Court Library, the libraries of Private Schools and the University of the Philippines Library.

The Bureau of Education has at present a total of 4,697 school libraries all over the Philippines, with a total number of 1,602,546 volumes. In the Thirteenth Annual Report of the Director of Education to the Honourable, the Secretary of Public Instruction, for the calendar year 1929, we read the following about the public school libraries.

"Each year sees a steady increase in the number of school libraries established, and in the efficiency with which they are administered. At present the public schools are maintaining 4,697 libraries with a total of 1,602,546 volumes. Due to the employment of properly qualified librarians, the conferences of librarians held in the General Office in 1929 and 1928, and the closer supervision given these librarians this year, the school libraries are now being placed on a standard basis. In secondary-academic and normal schools, teachers with library training and broad educational qualifications are assigned as full time librarians. On the other hand, in rural high schools, trade schools and in large

elementary schools teacher-librarians may still be found.

"The main objectives of the year have been: (1) the proper classification and cataloguing of all library books; (2) the keeping of a proper balance between reference works, supplementary readers, and general library books; and (3) the improvement of library equipment.

* * * *

"The availability of the increased number of reference books purchased this year has given teachers, as well as pupils, the opportunity to do extensive correlative reading in all subjects, thereby vitalizing their work.

"More attention, however, has been given recently to equipment and locale than to the acquisition of new books. Large reading rooms, comfortably equipped, are a real necessity. These were made available in all secondary schools, and in as many elementary schools as possible.

"The open-shelf system was inaugurated in one high school. The students were given more freedom in choosing their books; magazines and newspapers were more freely read; and the usefulness of the library was increased a hundredfold. But under present accounting regulations this system appears to be a risky undertaking for the librarian, inasmuch as release from personal responsibility for lost books is almost impossible to obtain.

"In one province a study of the type of reading done voluntarily by elementary-school pupils was made to determine the number of children that read books other than those required in the course of study or those prescribed by teachers. It was shown (1) that about 60 per cent. of the pubils are reading books not required of them, and (2) that most of these are supplementary readers.

"Classroom libraries have been extended to nearly all elementary schools, and in these schools they are gradually becoming as important as the general library.

"The increase in library facilities in 1929 over 1928 is indicated in the following table:

Number of Schools, libraries, and books in 1928 and 1929.

	Number of schools		Number of libraries.		Number of volumes	
	1928	1929	1928	1929	1928	1929
Primary	5,940	6,174	3,123	3,430	408,173	498,434
Intermediate	1,268	1,308	1,102	1,148	578,831	695,527
Secondary	127	130	118	119	453,034	408,585
Total	7,335	7,612	4,350	4,697	1,340,038	1,602,546

With respect to the Bureau of Science Library, an institution which is in charge of all the scientific publications of the Philippine Government an excerpt from its annual report for the calendar year 1929 follows:

* * * * *

"ACCESSIONS. There were 3,637 bound volumes added during the year; one volume was withdrawn, bringing the total number of bound volumes on December 31, to 66,873. The number of unbound volumes, parts and pamphlets added was 7,527, bringing the total number of unbound volumes, parts and pamphlets to 53,136, after deducting those withdrawn for binding. Eighty maps and charts were added bringing the total number of maps and charts to 1,009.

CATALOGUING AND CLASSIFICATION.—The record of the material classified and catalogued during the year as compared with that of the previous year is shown below.

	1928	1929
Volumes	476	401
Pamphlets	1,419	1,130
Volumes in magazine binders	382	578
Continuation in serials	5,402	4,929

"In addition to the above, analytic cards were prepared for 20 serials including five local periodicals. The number of cards added to the catalogue was 11,230, bringing the total number of cards to 175,015. There were about 14,000 cards for photographs typewritten, of which 9500 were already filed.

"PERIODICALS —The record of current periodicals received by purchase, exchange and gift compared with the record for 1923 is as follows:

	1928	1929
Number of Periodicals received by		
Purchase	454	454
Exchange	699	704
Gift	1,081	1.164
Total number of current periodicals	2,234	2,322

"USE OF THE LIBRARY. The use of the library falls under two main heads; (1) the circulation of books and periodicals to readers in response to specific requests, and (2) the reference service which includes the aid rendered in the use of books, the answering of specific questions, and the search for material relating to a certain subject. In addition to the above, the library rendered another form of service which might be called extension work. During the year 1,503 notification cards (Bureau of Science Form No. 160) have been sent out to library patrons whose attention was called to articles of interest to them which were currently received in the library. It is very pleasing to report that almost all of the persons who received the above mentioned notification cards either came to the library or sent for the material to which their attention was called. As usual, a quarterly list of books and other publications recently added to the library was issued and sent out to patrons who made use of the library.

"CIRCULATION: The total number of books and other publications recorded as circulated was 80,598. The number of publications used in the library are as follows:

Bound volumes	...	30,177
Serials	...	25,192
Pamphlets	...	930
Total	...	56,299

"The above figures were based only on the number of publications actually found on the tables as noted at the close of every working day and do not include numerous publications that were returned to the shelves immediately after their use. The total number of registered attendance during the year was 24,910, an increase of more than 10,000, over the attendance for the previous year.

"REFERENCE AND BIBLIOGRAPHIC SERVICE:—The reference questions received in 1929 show the usual wide variety of subjects. There were 290 inquiries attended to that required some search. In addition ten inquiries from China, eight from the United States, one

from India, one from Germany, one from Australia and eighty-one from 23 provinces in the Philippines were answered by letter. The above figures do not include numerous telephone inquiries received as well as those of the students from the high sthools, colleges, and universities in Manila that could be answered by the catalogue and ready reference books.

"Among the inquiries received and attended to during the year, the following are representative:

Preventorium.
Use of scopolamine in criminology.
Organization of research.
Philippine barks for tanning.
Composition of roasted coffee.
Die-back diseases.
Radioactivity of mineral wat.
Diet in beriberi.
Appplication of fertilizers on coconuts.
Fecal infection
Preparation and essay of dental pastes and creams.
Preparation and treatment of snake's skin.
Alcohol manufacture from cane juice.
Manufacture and uses of dessicated or shredded coconuts.
Immnnity in syphilis.
Conservation of vision.
Use of papaya to increase blood pressure.
Treatment of malaria.
Extraction of wax from bagasse.
How quay walls are designed for impact of approaching boats,
Cotton embroideries, especially in Switzerland.
Mosaic and Fiji diseases of sugar-cane.
Tryparsamide, a drug used for syphilis.
Destruction of flies.
Nata de Pina.
Treatment of diabetes.
Cod liver industry in the U. S.
Methods of detecting age of writing ink.
Banana oil.
Spray for scale insects.
Gum producing plants.
Test of the strength and durability of bamboo tubes.
Bacteriology of canned foods.
Philippine mollusks.
The cheapest methods of preparing agar-agar.
Tropical weathering.
Health education.
Garbage incineration.
Preservation of fresh flowers.
Analysis of blood spots or stains.
Manufacture of glue.
Termite-proof building construction.
Papain, extraction, preparation, uses, etc.
Tests for writing chalk (crayon).
Co-operative marketing association.
Salt-making, especially by mechanical means.
Jelly fish poisoning.

* * * *

The Supreme Court of the Philippine Islands is maintaining a library for the use of the justice of the said Court and the public. The total number of volumes in the library is 21,094 including the English, Spanish, French, Latin and Italian books.

With respect to the libraries of Private Schools in the Philippines, a part of the Commissioner's report re: library reads thus:

* * * * "The growth in equipment of private schools is best exemplified by the increase in the library facilities. In December, 1929, there were reported 246,932 library books in the approved private schools, as compared with 193,732 in 1928,—an increase of 53,200. * * * *

Library

	Dec. 1928	Dec. 1929	Increase	Decrease	Per cent. of difference
Reference Books ...	61,069	77,380	16,311	...	21 (†)
Library books ...	132,663	169,552	36,889	...	22 (†)
Total ...	193,732	246,932	53,200	...	22 (†)
Separate Subscriptions to Periodicals ...	9,465	9,506	41	...	4/10 (†)

"The University Library includes all the collections of books, pamphlets, periodicals, manuscripts, and other publications in the possession of the University of the Philippines. It includes the main library, the college, school, and departmental libraries in Manila, Los Banos, and Cebu, and the collections deposited in the President's office and other administrative offices of the University.

The Main Library.

The main library of the University has a collection of 22,442 bound volumes, about 8,000 unbound volumes. 8,897 pamphlets, 429 manuscripts, 250 blue prints maps, etc. The library receive 750 periodicals and other serial publications, 435 of which are paid subscriptions and 315 gifts.

"Most of the books and pamphlets are provided with cards by author, title, and subject, arranged in a dictionary catalogue in the reading room, and are classified according to the Library of Congress system of classification, Library of Congress catalogue cards are generally used. Unclassified books and pamphlets are arranged alphabetically by author, and provided with index cards.

"The collection in this library includes many of the standard general reference works and some of the best writings in the departments of literature, linguistics, pure and applied sciences, engineering, social sciences, military science and tactics, and physical education. This library has been receiving as gifts and exchanges catalogues, reports and other materials from American universities and libraries, and valuable publications from the different Carnegie Foundation in America and Europe. Recently it has been granted the privilege of being a depository of the United States Government documents on the preferential or selective basis, and of the Philippine Government which are not for sale.

College Libraries

"The libraries of the Colleges of Liberal Arts, Education and Engineering are embodied in the central library collection.

The college of law maintains its working collection of 7,845 volumes, 1,280 pamphlets, 59 periodicals currently received and 28 pictures, located in Rooms 115 and 116 on the first floor of the University Hall. This collection is supplemented by the libraries of the Supreme Court, the office of the Attorney-General, and the National Library.

The library of the College of Agriculture at Los Banos has a collection of 9,203 volumes, 2,104 pamphlets, 328 manuscripts (theses), and a small number of maps. Its periodical resources consist of 56 paid subscriptions, 244 exchanges, and 170 journals and other serial publications as gifts, mostly on agricultural and scientific subjects. The library is located in the administration building. This collection is classified according to the Library of Congress scheme. Library of Congress printed cards are being used in the catalogue.

The College of Veterinary Science, Los Banos, has about 1,000 volumes, 2,000 pamphlets and 29 periodical subscriptions. The School of Forestry also has a small collection of books supplemented by deposits from the Bureau of Forestry.

For research work, members of the faculties and the advanced students in the colleges of Agriculture and Veterinary Science and in the School of Forestry, also receive the aid of the library of the Bureau of Science in Manila. Large numbers of publications are sent from this library to Los Banos. Much reference work is also carried on in the reading room of the Bureau of Science Library.

The Junior College at Cebu has a collection of 2,025 books, 128 pamphlets and 55 periodicals, supplemented by the provincial branch of the National Library and by deposit collections sent annually from the central library of the University.

The College of Medicine, including the Schools of Dentistry, Pharmacy, and Hygiene and Public Health, has a collection of about 1,000 well-selected volumes and 71 subscriptions to periodicals, largely supplemented by the resources of the Library of the Bureau of Science.

The Conservatory of Music has about 1,000 volumes including scores and sheet music

The University High School has working collection of 2,631 volumes, 57 pamplets and 47 periodicals currently received."

Conclusion

It cannot be over-emphasized that this National Library needs a bigger fund for the purchase of more up-to-date standard books and to replace those worn-out, soiled or rendered unusable by repeated use. Now that this institution is transferred to better quarters, it is again confronted with another difficulty—the lack of sufficient funds for the purchase of such materials as are required by the new place and the construction of big well-safe for our national treasures, manuscripts of great intrinsic value which we are in duty bound to preserve to posterity.

The need of an adequate appropriation with which to maintain and improve the efficiency and sufficiency of the service, furnishes as much worry to the Director and his staff, as do the destructive book • worms, *anay*, *mold*, and tropical humidity with regard to the protection and care of the existing collections. They are the causes of constant worry to Librarians in America and Europe—they are the causes of constant worry to Librarians in the Philippines.

But what will this National Library be three hundred years hence? It does not, perhaps, require a gift of prophecy to foresee the nature of services our national library will be rendering to the people of the Philippines. Undoubtedly, like the British Museum, the Bibliotique Nationale do Paris and the Library of Congress, the National Library will be the centre of national culture of the Filipino people, a temple, which it should be in every sense of the word, wherein is housed the Sacred Treasures of Filipino Thought and Culture.

Now and then Filipino students, scholars, the reading public will come around as they do now. Now and then tourists will visit those precious collections and will, perhaps, utter the same expression, "Oh, I am touching a book 300 years old. What a treasure!" By that time surely we shall have been long dead. But there is that consolation that the books, manuscripts, documents and materials which we have collected, catalogued, made accessible and preserved for posterity, remain. And as Governor Gilmore aptly said: "Librarian is like a coral; he builds himself and his contribution into the structure and passes on, * * *. He has come to be recognized as a real educator, not merely of the youth, but of all ages and classes of the community. His calling * * * is worthy of the best talents and energies."

IMPERIAL LIBRARY

By

K. M. ASADULLAH

Librarian.

The Imperial Library has a double origin. It owes its foundation to the amalgamation of the old Calcutta Public Library with the library of the Government of India, which was also known as the Imperial Library and was "accessible to none but officials"; to the public at large the latter was unknown, and hence "useless for the purposes of study and reference."[1]

The establishment of a public library in Calcutta was first thought of in 1835. In August of that year at a public meeting, the Calcutta Public Library was determined upon, and in March of the following year it was opened to the public as a reference and a circulating library. It consisted, in the first instance, of books presented by private individuals and of a large collection of valuable works lent by Government from the College of Fort William. A large portion of the latter collection was afterwards presented to the Library.[2]

The organisers of this nucleus of a library were regarded as proprietors as they came forward with large monetary contribution for its institution and up-keep. The right of borrowing of books and papers and their circulation were mainly confined to them. The general public had access to the reading room and could read only those books and papers which happened to be in at the moment. It was a vested right that the proprietors and the organisers enjoyed and when the collection was taken over by the Government in 1902, the legal representatives of the founders and proprietors had to be satisfied by monetary and other stipulations.

The Calcutta Public Library, thus formed, was first located in the ground-floor of Dr F. P. Strong's residence in Esplanade Row, free of charge, till the middle of July 1841, when it was removed to the Fort William College buildings, in Lyon's Range, which accommodated it till its removal to the Metcalf Hall in June, 1844.

In the year 1899, it occured to Lord Curzon, the then Viceroy and Governor-

1. Lord Curzon: speech on the opening of the Imperial Library.

2. Carey: Good Old Days of John Company. II. p. 237.

General, of taking over the Calcutta Public Library and amalgamating it with the official library of the Government of India, which was then called the Imperial Library, and throwing it open to the public at large. This idea of giving to the residents of Calcutta a suitable library and a resort for serious students and researchers owes its inception to that great proconsul whose mind was as much occupied with problems of education as with diplomatics.

With the approval of the Secretary of State for India, the Governor General in Council accordingly decided to establish such a library in Calcutta. The Metcalfe Hall was acquired for its accommodation and the books and shelves of the Calcutta Public Library which had long ceased to fulfil the intentions of its founders, were purchased from the proprietors—in fact the entire collection of the Calcutta Public Library was thus purchased with the building in which it was located. This with the Imperial Library in the Civil Secretariat Buildings in Calcutta formed the beginning of the new institution which was provided with Reading-Rooms, public and private as at the British Museum and Bodleian Library. The arrangements were confirmed and validated by the Imperial Library Act, 1902 (I of 1902). It was intended "that it should be a library of reference, a working place for students, and a repository of material for the future historians of India, in which so far as possible, every work written about India at any time might be seen and read". The Central Government reserved the control of the institution but the internal management was delegated to a Council, with the Librarian as its Secretary, and the Governor—General in Council appointed the following gentlemen as first members of this body —

The Hon'ble Mr. T. Raleigh, C. S. I.,

The Hon'ble Mr. Justice Gooroo Das Banerjee,

The Secretary to the Government of India, Home Department,

Mr. M. Finucane, C. S. I., Commissioner, Presidency Division.

The Council of the Library has been greatly enlarged of late with a Secretary of its own.

The Library was formally opened in the afternoon of the 30th January, 1903. As the result of amalgamation of the two libraries a magnificent collection of books on various subjects was placed at the disposal of the reading public, who, in their turn did not fail to respond to the inviting call of their learned viceroy. A librarian was brought out from England who organised the Library into working order and made it quite suitable for the purposes of study and research. The library was located in the Metcalfe Hall till its final removal in 1923-24 to the Foreign and Military Secretariat Buildings, 6, Esplanade East, where it is thought to have secured a larger and permanent home. The present location certainly possesses distinct advantages in point of accommodation and situation in comparison with its home in the Metcalfe Hall.

It was in the aim of Lord Curzon that the Imperial Library should be the fitting resort of the learned and the serious workers in the various realms of knowledge, rather than that it should be a temporary resting place for idlers and literary hacks. His aims have partly been fulfilled in the way that some of the best and original works and these were written and worked up by scholars in the Reading-Rooms of the Imperial Library.

With regard to the acquisition of books for the Library, the point is always kept in view that the collection should be such as to offer all possible facilities to the students and researchers in the divers domains of human knowledge. And in addition to the valuable works on mathematical, physical and biological sciences, philosophy and general literature, everything relating to Indology and Oriental lore finds a place in the collection of the Library. "The general idea", in brief, "of the Library is that it should contain all the books written about India in popular tongues, with such additions as are required to make it a good all—round library of standard works of reference". The principles laid down in these words by Lord Curzon in his speech on the occasion of opening the Library are being steadily acted upon in matters of accesssioning and replenishing the collection.

There is a valuable collection of printed books and manuscripts in Arabic and Urdu received as a gift from the Zemindar of Bohar and set apart in a special hall to which the name of the Bohar Library has been given. The Assistant, who is in charge of the Arabic, Persian and Urdu books and manuscripts of the Imperial Library proper, controls the Bohar section also. Descriptive catalogues of Arabic and Persian manuscripts have already been published and are greatly appreciated by scholars.

The Library also possesses fair collections of Sanskrit manuscripts and printed book. Catalogues of these are being compiled and will be brought out in due course.

Good collections of Hindi and Pali printed books are in the Library and have been made available to the readers and borrowers. Catalogues of these are also being compiled. Card catalogues are however maintained in the Reading Room, wherefrom suitable books may be selected and sent for.

There is a very nice collection of Bengali printed books in the Library. Some of them are very rare and dated so far back as the early days of printing in Bengal. Material for a literary history of Bengal during the last 150 years would be found thus quite handy in the Library and ready for manipulation. A catalogue of these is being compiled and a card catalogue is maintained in the Reading-Room as a temporary measure

Books printed in the European languages form by far the great portion of the Library, of which a general catalogue corrected up to 1913 and a subject index corrected up to 1928 have been published. Later additions are shown in the card-catalogues kept up to date in the General Reading-Room in suitable cabinets.

A rich collection of Indian Official Publications has been made available to the readers and borrowers and a Subject-Catalogue is being prepared which may be hoped to s e the light of day in some near future.

There are in the Library collections of Parliamentary reports of both houses, with index volumes, from 1815 onwards, and the Hansard's Debates from the very beginning. The importance of these unique coleections is being greatly appreciated and they are utilized a good deal in the Reading Rooms of the Library. The Library is not lacking in U. S. A. and other foreign official papers and reports of more or less importance to the Indian students in accordance with their particular and individual trend of studies. The library is also the recipient of the publi cations of the Smithsonian Institution and of the U. S. A. National Museum, which are of great scientific interest; the League of Nations papers, invaluable to the students of international topics, are also presented to the Library. And finally, files of old Indian Newspapers, a rich collection of maps, old and new, and of old prints add equally to the value and importance of the Library.

There are besides books in Chinese, Japanese, Armenian, Tamil, Telugu and Kanarese (such as Chinese Dynastic History, Btah Hgyur, ect.) which are all kept in good order and well arranged and may be readily referred to by those who know the language in which the works are written.

The Reading-Rooms of the Library are in the ground-floor and of easy approach. There are three of them, one is the General Reading Room and the largest, affording sitting accommodation for 74 readers, the other two smaller and special Reading Rooms, are adjoining. Of these two one is for the ladies who would not like to sit in the General Reading Room and the other is reserved for scholars engaged in prolonged research works, who should like to have isolated tables where they might leave their books and papers undisturbed.

With regard to loans to the outsiders, no book from the shelves in the Reading Rooms is ordinarily lent, but most of the other books including the duplicates of those in the Reading Rooms are available to the borrowers. Manuscripts and printed books specially valued for their rarity and unique character are not as a rule lent. Books, which are not under any special restriction, are issued on loan all over India against money deposit sufficient to cover their prices and are retainable by the borrowers for a month afterwhich period the loan may be renewed, with the permission of the Librarian.

Facilities for work afforded to the readers in the Reading Rooms and information and bibliographies supplied on request and the reference works kept quite handy are unique features of the Imperial Library.

The Library also contains a museum of a collection of Bengali, English, Hindi, Persian and Urdu autograph letters, old maps of India and other objects of historical and antiquarian interest.

A SHORT HISTORY OF THE RAJSHAHI PUBLIC LIBRARY

By

SUDHIR CHANDRA RAY, M. A., B. L.

Honorary Librarian.

One of the most glorious traditions of the sacred land of Varendra is its respect for learning and the town of Rajshahi is even now living upto this tradition, as it can claim to possess many Temples of knowledge—among which the Rajshahi Public Library is one.

Like many other noble institutions having an humble origin this library has slowly but steadily grown out of a modest beginning into a quite respectable centre of culture and learning.

In the year 1884 the first idea of starting a Public Library at Rajshahi originated in the mind of Babu Kali Prasanna Acharya who was then serving as a mere clerk in the office of the Divisional Commissioner of Rajshahi. He having attained no high status at the time did not venture to express this ambitious idea of setting up a Public Library to any body else except his friend Babu Ram Chândra Ray both of whom subsequently joined the local Bar. These two young enthusiasts practically formed the nucleus around which the present Public Library grew up.

Originally this infant Library was located in the house of Babu Ram Chandra Ray with five or six rudimentary text-books for the school boys—one of them being a copy of the 'First book of reading' by the late Pyari Chandra Sarkar. This new venture came to be encouraged by the addition of more members as well as by the kind presents of books from the school students. Gradually it came to attract the notice of some of the leading lawyers and the elite of the town who did not grudge their valuable time and energy to improve this infant institution by making a door to door collection of subscription. After many vicissitudes and consequent shifting of the sites of the Library, the munificence of the zemindar of Kasimpore the late Rai Girish Chandra Lahiry Bahadur gave a permanent abode to this institution in 1293 B. S. He made a free gift of a considerable plot of rent free land in the heart of the town and promised to contribute Rs. 2000 towards the erection of the building, the foundation of which was laid by the then District Magistrate Mr. Ruddock. Besides him of course other high officials were also found quite sympathetic towards the expansion of the Library and the Library is ever grateful to the late lamented Mr. L N. Palit I. C. S. illustrious son of his illustrious father Sir T. N. Palit who helped to secure a collection of rare and valuable books from the Ananda Nath Library which was located in a building still standing in front of the Race Course and now used as the Club House for the European residents of the town. Thus the remnants of the collection of the older Library set up with the benevolent munificence of Raja Ananda Nath Roy of the junior branch of the Natar Raj family came to be eventually acquired by this Public Library and the older one degenerated into a Club of the European residents of the town.

In 1892-93 the Ghoramara News Room was affiliated to this institution and thus its organisers attempted to create a taste for reading newspapers and journals both in English and Vernacular. The atmosphere thus created did not wait for a long time to inaugurate futher literary activities. In the year 1299 B.S. a debating club was started and many prominent persons used to take part in the discussions. The attractiveness of these meetings was increased by the reading of papers which reprsented the maiden writings from the pen of men, some of whom subsequently happened to leave a permanent mark in the field of Bengali scholarship. In the same year the executive committee of the Library decided to establish a miniature Museum as its adjunct and in fact preserved rare Agricultural and Industrial products to cater to the curiosity of the public. It is interesting to note, that this later on led to the establishment of the now famous Museum of the Varendra Research Society—a treasure house of ancient art, now located in a separate spacious building specially built for the purpose Before the relics were removed to its new commodious building they were deposited in the premises of this Library as its adjunct.

Unluckily however, for sometime this Library was smouldering in its decay for want of energetic honorary workers and paucity of

funds till its lost splendour was revived by the generosity of Kumar Sarat Kumar Ray M. A.,. M.R.A.S., M.L.C. of the Dighapatia Raj family. In 1924 A.D. a band of young and enthusiastic workers, in the person of Mr. Asoka Chandra Chowdhary B.L. an indefatigable and resourceful Secretary with Mr. Sudhir Chandra Ray M.A.. BL. a storehouse of information, as the Librarian and similar other band of sincere co-workers, this Public Library is now claiming to possess ten thousand books in all languages and in all subjects with a steady increase of stock every year and may very well take pride as one worthy of emulation in the other towns of Bengal. It is a great encouaragement to the workers of the Library that in the course of the last five years it attracted world-renowned august personages like Mahatma Gandhi, Mrs. Sarojini Naidu, Pundit Madan Mohan Malaviya, Sir P.C. Ray, Mr. Subhas Chandra Bose, Mr. J.M. Sen Gupta, Dr. Kenneth Saunders of the California University, Sir Deva Prasad Sarbadhikary and others who paid their kind visits to this institution and recorded their sense of high appreciation for the present organisers. Sir P.C. Roy was pleased to mention this Library as a notable one in North Bengal in his Presidential address at the All India Library Conference at Lahore in 1929.

The following memorable lines in the Visitors' book of the Library from the pen of Mahatma Gandhi should serve as a motto for all other Libraries and the reading Public :—

"It is good to read clean books but it is better to weave into our lives that which we read in ennobling literature."

ALLAHABAD PUBLIC "LIBRARY"

By

A. C. BANERJI

Honarary Secretary.

In 1858 when the Government of this Province was transferred from Agra to Allahabad, the Punjab Government sent to the Board of Revenue, the model of cotton screw, which was in use there. The absence of any place in the new station in which to put this model where it would be open to public inspection brought forcibly before the Board the want of a suitable repository to keep specimens or models of economic geology, agriculture etc. In 1863, the Board of Revenue proposed to Government that a public museum to which a Library might be attached should be opened at the seat of the Government. The Board further suggested that many valuable works in the Secretariat Library should be transferred to the proposed Library. The proposal of the Board was approved by the Government which in 1864 sanctioned an annual grant of Rs. 3600 for the maintenance of the proposed Museum and Library. The difficulty of building was got over by temporarily locating the Library in one of the buildings of the Government Press. In 1864 the Government Press was in No. 6, Chatham-Barracks. Dr. J. M. Cunningham, the officiating Superintendent of the Government Press was made the curator of the Museum and Library. With the sanction of the Government a committee of eight members was formed to manage the Museum and Library which were placed under the direct control of the Board of Revenue. At the suggestion of the Committee the Government asked various Public Offices, and the Secretariat Library to make over to the new Library all books and pamphlets which they could conveniently spare. By the assistance of Major Drummond a number of duplicate copies of valuable works from the Roorkee College Library, in all 1170 volumes, were transferred to the new Library. The same year a consignment of standard works was on its way from England. The Government of India presented to the Library, a set of 18 volumes of Dr. Watson's work on the Textile Manufacture and costumes of the People of India containing specimens of various fabrics in use with particulars about the cost, the size of web, and the locality of production.

The Museum also received various articles of value and interest through the active co-operation of the Commissioners and the District Officers of the Province to whom a circular letter was issued on the subject. Amongst the newly acquired specimens there were many objects of

historical interests. An old cannon dug up in the city, supposed to be 385 years old was received from the collector of Allahabad. An ivory box in which the document concerning the Commercial Treaty of 1867 were transmitted by the King of Burma to the Viceroy was received from the Honourable Sir William Muir.

Within the period of two years *i.e.* 1864-1866 the Library and Museum had sufficiently incresed to require additional accomodation for books and articles. In 1870 the question of the removal of the Museum and Library from their orignal site to a bungalow opposite Trinity Church was taken up. The Library and Museum were accordingly removed to this Commodious building for which Rs. 75 a month was paid as rent. In 1868 Mr. Thornhill, who was the Senior Member of the Board, died. Mr. Mayne, collected funds to erect a memorial in honour of his friend who was very popular in the station and from whom the idea of a Public Library and Museum had originated.

A very suitable site for the building was granted by the Government in Alfred Park. After a public competition, the design of Mr. R. Roskill Baynes, F. R. S. A. Architect, Calcutta, was approved for the building. This design made the completion of the Library possible independently of the Museum with the subsequent erection of annexes for the Museum. On 1st December 1871 the foundation stone was laid by Sir William Muir, Liutenant Governor N. W. P.

In August 1872 Mr. Mayne died of cholera. At the time of his death the building was well advanced but funds were exhausted. The expenditure up to this amounted to Rs 40,491 which had been met by

Subscription amounting to	Rs. 23,478
Grants in aid	Rs. 17,031
Total	Rs. 40,491

A committee was formed to collect funds for a Memorial to Mr. Mayne also and it was thought best to complete the unfinished Library, on which he was engaged almost up to his last hour.

The Government offered to take over the funds collected by the Mayne Memorial Committee and to complete the building. The committee agreed on condition that the building should be called "The Thornhill Mayne Memorial Library." The building is built entirely of stone brought from Chunar and Serajpore.

The Thornhill—Mayne Memorial was completed by the end of 1878 at a cost of Rs. 1,90,000.

A handsome brass Memorial tablet was placed in the porch of the Public Library. The Government gave a special grant of Rs. 300 for the cost of this brass tablet.

The Library and Museum were transferred to the Thornhill-Mayne Memorial building in the beginning of 1879. During these years the Museum had made little progress owing to lack of funds for purchasing articles of value and interest and for appointing a competent curator to look after it. In 1893 the committee moved the Local Government to abolish this branch of the institution altogether. The Government decided to separate the Museum from the Library by transferring the former to Lucknow and making it a Provincial Museum and by retaining the latter at Allahabad as a Provincial Library.

There were certain other stones and Archaeological specimens in the Library, which were removed to Muthra. Full account of these stones and sculptures will be found in the "Catalogue of the Archaeological Museum at Muthra" by Dr. Vogel.

Even when thus recognised the Library was not patronised much by the Public. To remedy this the committee resorted occasional advertisements in the columns of "The Pioneer".

The following particulars of special interest are noted here.

In 1888 Government recognized the Library as a Government Institution. In 1890, 45 persons joined the Library as members and there were 183 depositors. The privilege of borrowing books was granted to any one who would make a deposit of Rs. 16 only which was refunded if desired on return of all the books, and on refund of the deposit the depositor could no lenger exercise this privilege. The total number of books at this time was 13,424.

Up to 1896 the Government grant was given from Magh Mela. After 1896 the grant was Rs. 3000 independent of Magh Mela funds.

In 1904 Government gave a special grant of Rs. 8000, for scientific books. In 1905 the Government grant was raised to Rs 5000.

In 1910 in order to create "a first class scientific Library" on the request of the Board of Scientific advice, Government gave a special grant of Rs. 9000 for back numbers of Scientific Periodicals and an annual extra grant of Rs. 1,000 for Current Periodicals. A honorarium, was also paid to the Secretary in this year.

In 1913 Government granted Rs 1,300 for a complete set of Parliamentary Blue Books relating to India.

In 1915 the Library received a valuabls collection of books numbering 2 758 known as "McMinn Bequest". This collection contains many rare books on History and congnate subjects, some of the books are so rare that they are not to be found in any of the existing Libraries in India. Mr. McMinn was an Antiquarian himself. He presented many rare portraits and paintings to the Victoria Memorial in Calcutta. In his life time he also presented to this Library two valuable Chinese cases and a marble bust of Lord Mayo.

Sir Jadunath Sarkar, the great Historian has made the following remarks about Allahabad Public Library. "In some sections such as Parliamentary papers relating to India and rare books and pamphlets relating to India before 1875, it has a more complete collection than any public Library in India known to me. I only wish that research students here and elsewhere realised the fullness and value of the collection available here, and made use of the materials by working upon them There is really no valid ground for complaining that Modern Indian history can not be studied in this country for want of full collection of original sources."

In 1891 for the first time, a general catalogue comprising all the sections of the Library was published.

In 1905 the Library was completely overhauled. Many old and useless books were discarded. A large number of Government publications, of which there were two or more copies were also weeded out. Separate catalogues for Sanskait and Persian books were prepared.

Books in the General Section were catalogued according to Dewey's Decimal Classification. All these catalogues were printed in 1911.

In 1919 the Author Catalogue was prepared and published as a companion volume to the subject Catalogue of the Allahabad Public Library. This subject Catalogue though prepared on the basis of Dewey's Decimal Classification, did not adhere to Dewey's classification in detail, and due to many defects, it failed to keep pace with the needs of a fast growing Library. After lapse of fifteen years, a new Subject Catalogue was prepared and published at a cost of Rs. 4000.

The Library now contains about 40,000 books covering various branches of studies.

The chief feature of the Library is its History Section. This History Section covers nearly half the collection of the Library. In this Section, some of the books are very rare and perhaps a second copy of any one of them is not to be found anywhere else in India. This Library is also rich in Literary and Scientific Periodicals. Most of the Periodicals are shelved here from the very first years of their publications.

The management of the Library is vested in the Managing Committee, members of which are appointed by the Government. Its Chairman and its Secretary are also appointed by Government. The secretary is the Executive Officer of the Library. The Managing Committee annually elects an Executive Committee out of its members to carry on the work of the administration.

The experts are elected annually on the Book Recommendation Committee for the purpose of advising the Secretary in the matter of purchase of new books.

Sir Tej Bahadur Sapru, K C.S.I., L.L D., is the Chairman of the Library. The Commissioner of Allahabad, the Vice Chancellor of the Allahabad University, and the Director of Public Instruction, are the Ex-Officio members. Besides these there are twenty-two ordinary members.

The accounts of the Library are audited every year by the Auditors of the Local Funds Account, United Provinces.

During the financial year 1929-30, the number of new books added was more than 1200.

The shelves of the Library have now no space for any additional books nor the rooms have now any space left for accommodating any additional shelves. Without more accommodation in the shape of an additional room, the needs of the Library cannot be met. The Library Committee's suggestion is that a room of the size 40 ft × 30 ft. may be built in a line with the Northern Block. A proposal has now also been set on foot to raise the buildings of the Science Academy and the Hindustan Academy in continuation of the Northern Block of the Library. If these two Academies really find place along with the Allahabad Public Library, the combination of these three Institutions will be of great intellectual activities in Allahabad.

A BRIEF REPORT OF THE MATHUR CHATURVEDI PUSTAKALAYA, MAINPURI

By

M. L. CHATURVEDI.

General Secretray.

Its History

This institution was fouuded by a few local Chaturvedi young men on 8-6-1918 with the following aims and objects :—

(*a*) to create in the public love for knowledge.

(*b*) to propagate among the people the use of Hindi language and Nagari Characters.

(*c*) to promote feelings of love generally.

The library has grown with the help monetary or otherwise in the form of books etc., of a few generous and broad-minded gentlemen interested in the advancement of education. In its early stage the library had to be kept in different private houses for want of its own building. Gradually the interest of the people in the library increased, naturally resulting in its expansion and now it claims a plot and a building of its own worth about Rs, 2000.

Management

The management of the institution is in the hands of a Managing Committee consisting of seven members elected by the members of the library, besides the office-bearers who are ex-officio members of the committee. The administration is carried on by a General Secretary, his two assistants, a librarian and an auditor.

Besides these honorary workers, one paid whole-time assistant librarian is also engaged.

Subscription & Membership

The least monthly subscription of the library previously was annas two only. Now for some years it is four annas but the lady members are still charged at the same old rate.

Gentlemen donating a sum of Rs. 50 or its equivalent are enrolled as patrons who *ipso facto* become life members. At present there are 14 patrons and 100 members.

Income

The chief sources are monthly subscriptions and special donations.

Expenditure

Important items of expenditure are :—books ; Newspapers and Magazines ; pay of servants ; furniture ; correspondence ; building repairs and printing etc.

The average yearly income comes to Rs. 450 and expenditure to Rs. 400, Last year's balance was Rs. 103-7-0

19 % of the income is allocated to the reserved fund which can only be spent on a resolution of tha Managing Committee passsed by a majority of votes.

Books

The books have been divided under three heads :—

(1) Hindi and Sanskirt (2) English and other foreign languages and (3) Urdu and other provincial languages.

Each head is further divided into the following 13 sub-heads :—

(1) Religion (2) History. (4) Philosophy (4) Science (5) Sociology (6) Prose (7) Poetry (8) Mathematics (9) Novels and Dramas (10) Biographies (11) Dictionaries (12) Reports and Magazines and (13) The Miscellaneous.

The library contains 1695 Hindi, English and 64 Urdu books The total number of books is 2150.

For the fulfilment of the objects of the institution more attention has been paid towards the collection of choicest books of Hindi literature. Besides the Vedas, Upanishads, Shastras, Puranas and various other religious books are stocked in the library. A few valuable old manuscripts have been also preserved.

News papers.

To the library has attached to it a reading room wherein may be found several Hindi dailies, weeklies and monthlies. A few English journals and papers are also available there. In selecting papers and magazines particular care is taken to the needs of children as well as ladies.

Utility

Under this head we will deal mainly with the use of books and newspapers by memb.rs of the library.

On the average the number of books issued yearly is 1500 and the number of visitors to ths reading room is 4450.

The subjects in order of their popularity determined from the number of books issued during the last year on each of them may be arranged as follows:—(1) Novels (2) Reports and journals (3) Poetry (4) Sociology (5) History (6) Biographies (7) Prose (8) Miscellaneous (9) Religion (10) Science (11) Philosophy (12) Mathematics. It would appear from this that novels have claimed greatest interest of readers while mathematics finds the last place. The records of previous years too give the same place of importance to novels.

The library though founded by Chaturvedis has assumed the character of a public institutueion and members of all communities are freely elected and enrolled both as its office bearers and members.

DR. NAIR FREE READING ROOM AND LIBRARY MADURA

By

K. RAMASWAMY

Secretary

Dr. Nair Library and Free Reading Room was started as early as 1926; but its management passed into the hands of the League of Non-bramin Youth when it came into existence in 1927. At first the League was able to spare out of its funds only for the Daily News Papers, Weeklies, Monthlies and other Journals. In 1929 the League began to purchase and collect books both English and Tamil for its Library. The useful work done to the Public by this Institution from out of the slender resources of the Youth League was soon appreciated by the Public and the Madura Municipal Council responded soon with a recurring annual grant of Rs. 600 to the Dr Nair Free Reading Room and Library. Over five hundred volumes of selected books in English and vernacular on various subjects are available in the Dr Nair Library for the General Public irrespective of caste, creed and religion. Besides this four daily papers viz., the "Hindu", "Dravidan", "Justice" and "Tamil Nadu"; eight weeklies viz. "Kudi Arasu", "Nadar kula Mitiran", "Times of India (Illustrated Weekly)", "Oolian", "Wealth and Welfare", "Tamilian", "Sivanesan" and "Forward", and other journals viz. "Modern Review", "Industry" "Widows' Cause", "Ananda Bodhini", "Amirthagunabodhini" "Ananda Vikadan" and "Yadhramargam" are all placed on the table of the Reading Room. The Reading Room and Library are situated in a big Hall which can easily accomodate 100 persons at a time without inconvenience. The Reading Room and Library are kept open till 8'o'clock in the night to be of service to the employees also who may be released from work only after 5 or 6 P. M. The daily average of visitors who make actual use of Library and Reading Room are 30 in number, and we have provided tables and benches for the convenience of visitors. A library attendent is always ready at hand to issue books and look to the convenience of the public as well as members. Members of the League have got the benefit of taking books home for a maximum period of 1 week without paying any additionnal subscription for the same, except that of a small sum of As. 4 every month, which is the subscription for membership in the Leauge. Every effort is being made to make the Library as much useful to the public as possible. A scheme to secure a permanent building for accomodating the Library and Reading Room is now at hand, We hope also to increase greately the number of books in a short time and it is highly encouraging to us to note the gradual but steady diffusion of Education among the masses through Libraries and Reading Rooms.

DACCA UNIVERSITY LIBRARY

By

MANORANJAN ROY, M.A.B.L.

Librarian.

The University Library consists of (i) the General Library (ii) a series of separate Seminar Libraries, and (iii) the Science Library. There are about 6,0000 printed volumes and over 18,000 manuscripts. The approximate number of books added annually by purchase and donation is 4,000. The Library receives regularly about 300 periodicals the current numbers of which are placed in the Teachers' Reading Room, on racks specially made for the purpose.

General Library

The nucleus of the General Library was a collection of 18,000 volumes from the library of the Dacca College which was founded in 1841 but abolished in 1921 when the University was started. Within the last nine years it has increased nearly threefold, and the present stock comprises standard works of reference and books on various subjects largely chosen on account of their indispensability for study and research.

Strictly speaking the General Library is meant for the students and teachers in the Faculties, but the regulations exclude no one who is a bona-fide reader and can produce recommendation from respectable persons, certifying that he or she will make proper use of the Library. It provides seating accommodation for about 100 readers, a special Reading Room being set apart for women. The hours of admission are from 7-30 A.M. to 4-30 P M during terms, and from 12 noon to 4 P. M. during vacations, except on Sunday and University Holidays and at the time of the Annual Inspection.

Donation

A number of valuable donations have been received in the General Library from time to time. The earliest is the collection given on behalf of late Rai Bahadur Kaliprasanna Ghose, C. I. E., which came as a legacy from the old Dacca College Library. Besides a nnmber of Sanskrit books, the collection contains a few important works on spiritualism in which the late Rai Bahadur was deeply interested. In 1923 Mr. A. F. Rahman, sometime Provost of the Muslim Hall of the University, donated a good number of Arabic and Persian books in memory of his brother Mr. Aminur Rahman of Jalpaiguri. The Carnegie Endnwnment for International Peace presented in 1926 a collection of books dealing with history, government and institutions. Subsequent additions have been made to this collection. Siddiqui collection which forms the fourth of its kind was the outstanding gift of the year 1927 made by Khan Bahadur Kazimuddin Siddiqui, Zamindar of Baliati. The collection consists of about 1,000 volumes in books and manuscripts, of which 25 are commentaries on the Quran, over 60 books on Hadis and Fiqh and quite a large number on Sufism.

Poor Students' Section

The Poor Students' Section is another important department of the General Library, containing about 500 text-books on all subjects taught in the University. The Section is meant for those students only who come under the category on the recommendation of the three Provosts. Books are lent out to them free of charge and may be kept for one session under certain conditions and restrictions.

Manuscripts Sections.

The Sanskrit Manuscripts Section was started in 1925. Three of the most notable gifts of this section are those of Mr. Krishto Das Acharya Chaudhury of Mymensingh, Mr. Tarachand Bhattacharya of Bogra, and Mr. Satish Chandra Ray, the well known student of Vaisnava literature who presented his fine collection of lyrics to which he devoted his lifetime in collecting The earliest manuscript, a part of Padma Purana, dates from 1382 A. D.

From 1928 a Committee has been formed for the collection of Arabic, Persian, Urdu and Punthi manuscripts.

Seminars & Science Library

The Seminars containing about 4,000 volumes are lending libraries connected with the various Departments of the Honours & advanced students. The Science Library was formally opened by His Excellency the Chancellor on August 7 1922. The Library with Reading-Room has been housed in a big hall in the Physics Laboratory Buildings. It contanis 7,000 volumes and annually receives about 70 scientific periodicals the back volumes of most of which have been procured at a great expense.

Classification & Catalogues.

The classification system followed in the Library was introduced by Mr. F. C. Turner who was the Librarian during the year 1921-22. It is a system based on Dewey but not without considerable modifications. Instead of having ten main classes it makes 26, employing all the letters as basic notation. Thus Biography which is only a division of History in the Dewey Scheme has been treated as a main class (under K) and arranged by the surname of the biographee. The other 25 main classes have been divided decimally as in Dewey.

It may be added that the divisions and reshuffling of the ten Main Classes have not in any way detracted from the enormous flexibility of the Decimal Scheme but on the other hand they have been markedly advantageous and useful in actual working. For instance Dewey has widely removed language from literature but by the present arrangement the two have been brought into immediate juxtaposition which has been advantageous to all readers (except, perhaps, to readers of comparative philology, and their nnmber is very few). Further in Dewey's Scheme American literature precedes English. This order which it is very difficult to justify being neither historical nor evolutionary, has been very conveniently avoided here.

The cataloguing has been done according to A. L. A. rules. An Author Catalogue on cards has been made complete and kept up to-date and a Subject Catalogue on cards is nearing completion. An Author Catalogue has also been prepared in "sheaf system" in adjustable binders. This catalogue by subsequent intercalation of title and subject entries will develop into a dictionary catalogue.

CALCUTTA UNIVERSITY LIBRARY

By

BASANTA VIHARY CHANDRA, M.A.

Librarian

The development of the Calcutta University Library in its present from may be traced back to the year 1912 when the building, known as the Darbhanga Buildings, in which the Library is located were completed. The Library is named after the Maharaja Sir Rameshwar Singh of Darbhanga, who in 1908, made over to the University a sum of rupees Two Lakhs and a half for the construction of the building in which the Library was to be located.

The Library now contains besides works in English Literature and the works of the chief authorities on Indian Antiquities, almost complete sets of the Sanskrit, Pali, Arabic, Persian, Latin, French and German Classics and a fairly good collection in Mathematics, Philosophy, Religion, History (including Biography, Geography and Travels), Philology, Anthropology and Fine Arts. It has an up-to-date collection of books (including Blue Books, Government Reports etc.) in Economics, Politics and Sociology. The Library has also acquired most valuable sets of Manuscripts in Bengali and Tibetan Languages. Moreover it has secured a very valuable collection of oriental books belonging to one great orientalist, the late Dr. Pischel of Kiel (Germany). The usefulness of these rare books can not be over estimated. The University Library which now occupies the foremost position as a centre of learning and culture and which is of immense benefit to Post-Graduate students, Research Scholars, University Professors and Lecturers in their studies and research, owes its greatness to the versatile genius and indefatigable energy of the late Sir Asutosh Mukerjee, Kt. of revered memory, without whose wise guidance the Library could not have secured the unique position which it now holds in this great city among men of culture. Besides the University Library there are departmental libraries attached to this University which contain a good collection of books in Arts, Science and Law. The Post-Graduate students of this University may borrow books from these libraries. The University Library has adopted the Dewey system of Classification with modifications suited to its requirements. The Subject Catalogues of books have been prepared and printed in almost all the sections. The Reading Room which remains open from 7 A.M. to 7 P.M. attracts a large number of students daily. The rush of readers is sometimes so great that it is hardly possible to accommodate them all at a time in the big Reading Room. The question of providing more space in the Reading Room and in the Library is under consideration of the University authorities.

REPORT ON THE DEVELOPMENT OF THE HINDU UNIVERSITY LIBRARY

By

D. SUBRAMANIAN, M.A.,

Assistant Librarian.

The nucleous of the present Hindu University Library which now amounts to nearly 50,000 volumes, excluding Reports, Journals, Pamphlets, was formed by a munificent gift of the late Prof. P. K, Telang to the Central Hindu College, in memory of his father, the famous scholar, Justice K. T. Telang. Needless to affirm that it was an invaluable choice collection of our ardent book lover and an all round scholar of varied talents. It was such a good miscellaneous collection as to form an adequate foundation for a University Library, being especially strong in Sanskrit, Marathi, History, Biography and Social Sciences and General Literature. Many a Sympathiser of this first national institution in Benares added their gift of books in course of time and by the time it was handed over to the newly created University, the number of the books was nearly 15,000.

On the establishment of the University, the management of the Library has passed into the hands of a Library Committee consisting of the Vice-Chancellor, Pro Vice Chancellor, the Registrar and the Librarian as ex officio members and sixteen other members appointed by the Senate as ordinary members. It is worth mentioning that Prof. (now Sir) Jadunath Sirkar was the first Honorary Librarian of the University.

To equip the Library for higher teaching and to improve the facilities for research, special grants of nearly Rs. 60,000 had to be made, besides a normal anual grant of nearly Rs.50000 for the purchase of Journals and books, up till now. Very handsome donations of Rs. 50,000 from United Province Government and Rs. 10,000 from Seth Jamanlal Bajaj of Wardha (C.P.) have enabled the University to provide the Library with complete sets of scientific technical journals and reference books useful for higher study. At present nearly 200 journals are being subscribed to both for Art and Scientific sections,

Valuable Gifts.

Seth Boormal Goenka of Calcutta, has laid the University under a deep debt of gratitude by his munificent gift of his valuable collection of Sanskrit books worth nearly Rs. 40,000. In accordance with the provisions of his will, it has been ledged in a separate room along with other Sanskrit books and named as Goenka Sanskrit Section.

Rai Bahadur Bal dev Ram Dev, Vakil, High Court of Allahabad presented the Law Library of the late Sir Sunderlal, the first Vice Chrncellor of our University and thus the foundation for a good law librarv was laid. Rai Baijnath of Hyderabad (Deccan) also presented some 500 law books, Pandit Motilal Nehru has recently made over te the University his invaluable collection of the whole lot of his 'American Law reports and Punjab records.'

Lala Sri Ram of Delhi presented some 1200 books consisting of English, Arabic, Persian and Urdu. Of those there arc some rare books on Philosophy and Medicine in Persian and a noteworthy original manuscript translation of 50 Upanishads and a valuable copy of Sikandar Nama. This seetion has been named after the donor and has been accomodated in a separate room,

Sir Asutosh Chowdhry bequeathed his General Library consisting of excellent editions of books on General Literature, fine arts, history and Travels, and Bengalee Literature, to the University and it is separately lodged and designated as Durgadas section in memory of his father. His brother, Pramath Chowdhry, Bar at law of Calcutta gave away his invaluable collection of French books worth nearly Rs. 10,000 to be placed along with his brother's books in the Durgadas Section.

Free Supply

The Library is indebted te the Government and Indian States of Mysore. Baroda, Hydarabad, Travancore and Banjiya Sahitya Parishad for kindly placing the University Library on their free distribution list. Amongst the foreign publications, the League of Nations, the Smithsonian Institute reports etc. and Tokyo Science College memoirs are a few that we are getting free regularly.

Administration

Besides the Librarian, and the Assistant Librarian there are three clerks and seven peons in the General Library. The Sectional Lbiraries the Engeneering College, Training College, Oriental College, Ayurvedic College and science sections, Physics, Chemistry, Biology, Geology; mining and matallurgy have their own separate library clerks. Except the Engineering College, all other Sectional Libraries follow the charging system as exists in the general library.

Cataloguing

A complete catalogue in three Vols. was published during the years 1922-23 on the basis of a modified scheme of Dewey's Classification. This is not technically a catalogue but a mere shelf list. It is regrettable that no supplementary Catalogue could be printed despite many additions owing to the lack of funds.

Deposit of Caution money is made cempulsory or all students besides the library fee ef Rs. 3 from each of them. Old boys of the University are allowed the privilege of borrowing books on depositing Rs. 25.

The number of volumes loaned and consulted during the last few years has been increasing steadily from 20,006 to 50,000. But the want ot facilities for calm study and reference work owing to the lack of a suitable spacious building with up-todate equipment, has retarded the progress of the Library to a great extent.

Thanks to the gonerous gift of two lakhs by His Highness the Maharaja Saiyagi Rao Gaekwar, the pioneer of the popular Library movement, for an excellent Library building which has now almost reached its completion, we shall be shifting very shortly and hope to be able to afford better facilities to foster the growth of library habit among Graduates and Under Grduates and to organise it on better lines to make it a premier University Library in the United Province.

A SHORT NOTE OF THE MYSORE UNIVERSITY LIBRARY

By

N. NARASIMHA MOORTY, M.A.,B L.

Librarian.

The Univesrity Library was founded in 1917-18 and started with 4,925 volumes in 1918 19. It has now over 19,600 volumes including Government Publications and pamphlets The total number of periodicals received is 80. With a view to meet the needs of Research students, complete sets of important journals have been purchased for the Library-*e.g.*, "Mind"; "International Journal of Ethics"; "The Political Science Quarterly. The Economic journal; The Journal of the Royal Asiatfc Society; The journals of Vienna Oriental Society; The Journal of the American Oriental Society; and the Journal of the German Oriental Society." &c.

The Library is open to the Fellows of the University, Members of the Staff of the constituent Colleges, Members, of the Faculties and Boards of Studies, Registered Graduates, Students studying for the M A., and M,Sc. Degrees and Undergraduates who obtain permission of the Principal of their College to borrow books from the University Library. Persons not connected with the University are, under special conditions permitted to use the Library for purposes of study and research. Definite rules have been laid down prescribing conditions under which books may be borrowed.

It may also be mentioned that the University Library was included in 1925 in the list of Depository Libraries of the Carnegie Endowment for International Peace and important publications issued by the Endowment have boen received and made accessible to the general public.

THE MADRAS UNIVERSITY LIBRARY

By

S. R. RANGANATHAN M.A., L.T., F.L.A.

Librarian

Genesis.

By his will dated 9th Sep. 1897, Mr. William Griffith bequeathed a legacy of Rs. 25,619 to the Madras University. On the receipt of this amount on 25th Oct. 1901. the University decided to utilise the amount for the establishment and organisation of a Library. This nucleus was augmented by a grant of Rs 1,00,000 made by the Government of Madras in August 1907 and by an annual grant of Rs. 6,0C0 to be made by the University. The management of the Library was vested in a Committee, which was appointed on 5th December 1906 and began to function on 9th Feb. 1907, with an establishment "of one Assistant Librarian and one attendant on Rs. 50 and Rs. 15 per mensem respectively" to do "the clerical work connected with the University Library." Fellows ol the University, Members of the staff of affiliated Collleges and Registered graduates only were allowed to consult the books in the Library at the beginning while the general public was admitted in March 1914. In the same year rules were also framed for lending books for home-reading.

Librarian.

A full timed Librarian was appointed on 4th January 1924, and the organization of the Library on modern lines was taken on hand after his return in July 1925 from a course of training in Library Science in foreign countries.

Finance

As a first step, a non-recurring grant of a lakh of rupees was obtained from the Government to complete the run of Scientific periodicals. In course of time the recurring annual grant from Government was also raised to Rs. 43,500. This has enabled the Library to purchase about 4,000 volumes in a year and to keep about 1.0 0 Scientific Periodicals current. On an average the Library gets also about 1,500 volumes in a year as free gifts from the various governments, learned societies, Universities, and the Carnegie and other institutions of the world.

Resources of the Library.

The Library takes only books of an advanced nature. It has complete runs of several periodicals, indispensable for research. The collection of periodicals, Reference Works and collected works in Mathematics, Physics and Chemistry may be said to be nearly complete, while the colleection in Naturnl Sciences is not so exhaustive. The resources of the Library in English Literature and Sanskrit are also fairly full. Psychology, Teaching and Geography have been recently strengthened.

Till the Government Oriental Manuscripts Library is amalgamated with this Library, we cannot speak of a manuscripts collection. However, we have one invaluable manuscript viz., the unpublished note-book of the memorable mathematical genius S. Ramanujam F R.S., who was snatched away from us prematurely. We have also the manuscript original of Swamikannu Pillai's monumental *Indian Ephemeris.*

In addition to the extensive collection in the main Library there are also small collections of oft-used books located in each of the Departments of Research.

This Library has been selectsd as one of the deposit Stations for the *International Mind Alcove* Collections of the Carnegic Endowment for International Peace. This Alcove is one of the most popular collections of the Library.

Classification.

A new scheme of classification has been worked out embodying the most useful features of the various printed schemes availab'e and bearing several new features that have been found to be of great advantage This scheme has been called the Colon Scheme on accout of the useful part played by the symbol ":" in the notation of the scheme. The books are now arranged in a minutely classified manner, in accordance with this scheme.

Catalogue

The old paste-down author catalogue is being gradually replaced by a classified card catalague and an alphabetic Card Index. Profuse subjects cross-references are given in red cards in the classifisd part of the catalogue, so as to save the time of the reader and to bring to his notice all the printed materials available in each ultimate class. The index part contains in one alpha-

betic sequence the names of authors, editors, translators, series, titles which are not significant, topics which cannot go into any one class and the names of the classes of the Colon Scheme. The cataloguing rules have been carefully codified with this end in view. The number of cards so far written is about 60,000.

Loan Privilege

In 1914, the loan privilege was confined only to the teachers of the colleges and the research students resident in the city of Madras. In 1921 the privilege was extended to the under-graduates studying for an Honours Degree in the city of Madras. In 1928 the privilege was further extended to the Teachers in the Mofussil Colleges as well as to all the under graduates in the city, irrespective of the degree for which they may be preparing.

Publicity Methods

A list of weekly accessions is published in the Local Dailies, and in the Educational Review. Copies of the list are also sent to all the Colleges, Hostels, the important clubs and the important schools in the city. Special bibliographies are prepared and freely distributed whenever an opportunity occurs. One such bibliography relating to the Kepler tercentinery celebration which was recently prepared is in view in the Library Exhibition Room. An attempt is also made to keep the service of the Library in the public mind by frequent announcements in the Dailies relating to some aspect or other of the activities of the Library. A few direct talks are also given to the student population every year about the reasources of the Library and the facilities available for study.

Issue Method and Hours of Opening

The card charging method was introduced in 1927 and the open access system came into operation in December 1929; The Library is now kept open all the days of the year from 7 A. M. to sun-set. A few graduats have been added to the Counter Staff to do reference work *i e.* to help the readers in expeditiously finding the materials required by them. From August 1926, books are being delivered at the residences of the Graduate Members, who pay an advance quarterly subscription of Rs. 1.

Year.	1908	1914	1924	1930
	Rs.	Rs.	Rs.	Rs.
No. of Vols. in stock ...	3,200	7,000	33,000	67,000
No. of Periodicals current ...	160	200	300	1,000
No. of Borrowers ...	...	30	360	1,200
No. of Visitors ...	...	3,000	15,000	48,000
No. of Books issued ...	...	5,000	22,000	1,10,000
Strength of the staff ...	2	4	7	21
Budget Provision ...	34,000	16,000	[illegible]7,000	78,000

Library Buildings

The Library was originally located in the Connemara Public Library Buildings. But even as early as 1911, the need for a separate building was felt and accordingly the first set of plans for a new building was drawn up in 1913. After many revisions it has now reached what appears to be the final stage. The foundations have also been taken on hand this year. The estimated cost of construction and equipment is about Rs 13,00,000 The plans provide for.

I. a four-tier stack room with shelving for 3,00,000 volumes.

II, a general reading-room with about 100 seats.

III, a research Reading-Room.
IV. a ladies' Reading Room.
V. a manuscripts' Readiug Room. as the Government Oriental Mauuscripts Library will be amalgamated with the University Library on the completion of the building.
VI. a periodicals Room.
VII. a seminar Room.
VIII. an exhibition Room.
IX. a strong room and.
X. three administration rooms.

Pending the completion of the building, the Library is now temporarily located in the Senate House.

Extra mural activities

The University has been permitting the Madras Library Association to conduct its Summer School of Library Science in this Library under the direction of its Librarian. The Librarian was also permitted to train a few individual Librarians independantly of the Summer School.

THE ANNAMALAI UNIVERSITY LIBRARY

By

DR. M.O. THOMAS, M. A., PH. D.

Librarian

The Annamalai University Library contains over 2,0000 volumes of books, back numbers of Periodicals and manuscripts. The nucleus of the Library was the Library of the Sri Minakshi College which included a gift of about 1,000 volumes from M.R.Ry., Venugopal Chetty Avl., I.C.S. The Library receives regularly 266 Scientific and learned Periodicals, the current numbers of which may not be removed from the Reading Room. The University is aiming at completing the series of their back numbers.

Each Department of study has its own Seminar Library for the use of Honours and Research Students. Books in these seminar Libraries form part of the General Library and are included in the Card Catalogue: but they are under the direct control of the heads of the various departments and consist mainly of advanced text books, a few reference books which are constantly needed by the departments and books of a technical nature.

The Library started to function as a University Library in July 1929 with a fairly good collection of about 16,000 volumes. The organization of the Library, however, was very poor The first thing, therefore, that the University authorities did was to depute, the Librarian to the Madras University library for a short course in Library Science Immediately on the Librarian's return, he took up the work of organization and effected some important changes.

The Staff

As proper organization and efficient work was felt to be impossible without the adequate Staff, the original staff of 4 assistanfs was strengthened by 5 more hands. The principle of division of labour was introduced among them. Two were placed in tbe Administrative Section, two in the Issue Section and five in the Technical Section with a peon to help in each section.

Consolidation

Till October 1929, the Library functioned in two different sections, the General Library and the Honours Library. The latter, though it contained many books of general interest was exlusive in character and was open only to Honours students and members of the Staff From the point of view of better usefulness and greater efficiency, it was felt desirable to have a strong Central Library which would be open to all students and members of the Staff of the University. Consequently, the Honours Library was incorporated into the General Library and its place was taken up by small seminar libraries which contained books only of a technical and advanced nature.

Accommodation

Incorporation of the Honours Library helped us in the matter of re-arrangement of rooms. Formerly, the Stack Loom, the Office Room and the Reading Room were all combined in one hall. Under such conditions neither the Office Staff nor the Readers could do any work with concentration. Therefore, the Office Room and the Stack Room were separated, and by a careful readjustment we were able to provide within our limited space three reading rooms, one for members of the Staff, another for Senior students and a third for Junior students. Periodicals went round to these reading rooms by a system of rotation. Several individual reading tables were also provided for private study.

Open Access

Formerly readers used to have free access to the Shelves ; but this free access was by no means scientific ' open access ". There was no proper classification of books, no up-to-date catalogue, no open and easily accessible shelves and no safeguards. A good deal of time of the readers as well of the Library Staff was wasted in search of books. More than a half the number of volumes was kept in high shelves at unreachable heights or behind closed doors, most of them in double rows. A heavy ladder had to be pushed constantly to get at books. Almost all the doors of the Library were exits and entrances. Consequently, there was always danger of books getting lost.

It, no doubt, took us about a year to effect all the necessary changes. Entrances and exits except one were closed up As the Library is

housed only temporarily in our present hall, strong wire netting was felt to be sufficient for this purpose A peon is stationed to guard the entrance and exit. New open racks were purchased and most of the loan books were placed in them. Those that could not be accommodated there as well as reference books were placed in the middle portion of the high almirahs where a person could reach them from the floor, the upper and the lower portions being used for keeping back volumes of periodicals which are not in constant use. Books were clasified according to subjects and a classified card catalogue and an index card catalogue were prepared with duplicates for Office use. Thus by effecting these changes we have been able to introduce the Sceintific system of "open access" and it works satisfactorily.

Issue Method

Our issue method is rapidly being modernized. Originally, we used bound issue registers; but they were a serious handicap particularly during 'rush hours'. Hence we changed them into lose-leaf registers. But this too was not quite satisfactory. We have, therefore, adopted the system of filing application cards. For the present it seems to suffice. Very soon, however, we will discard this method also and introduce the system of issue of tickets.

Technical Work

The Technical Section has been doing very rapid work. We started classification and cataloguing in December, 1929. With the help of seven men on the average we have classified over 15,000 books and written a little over 73,000 cards. So far, however, only the elementary work is done; we expect to start on a more exhaustive work of series and cross reference index within another six months.

Accession Method

Our original accession method was far from being satisfactory. The old accession registers, no doubt, contained a list of books and periodicals which were added to the Library and each book had its serial number in the register; but there was no corresponding number in the book itself. Checking and Stock taking was therefore, impossible.

Now the old accession registers are discarded altogether and accession cards are being used both for books and periodicals.

Hours

In 1929, the Library was open only from 9-30 A.M. to 5 P.M. on all working days. From January 1930 it was kept open from 7-30 A.M. to 5-30 P.M. on all days except on Sundays and Public Holidays. Being a residential University, however, it was felt desirable to have it open every day of the year Hence from August 1930 the Library is being kept open on all days including Sundays and Public Holidays from 7-30 A.M. to 5-30 P.M. and it is being well utilized.

Manuscripts, Rare Books, Etc.

The Library is in possession of 52 Sanskrit and Malayalam palm leaf manuscripts, a number of rare volumes on various subjects and a case of antique Malabar ornaments.

Our Problems

In all probability, our problems are not peculiar to ourselves. Two or three, however may be stated.

In the first place, there is a general lack of appreciation and sympathy for all sorts of Library work. There are several who have no conception of the modern Library technique. For them organization, classification, cataloguing etc., are all a waste of time and money. They contend that any Library can be managed with a couple of clerks. Fortunately, for us, those who are directly concerned with our Library have the right perspective and hence there is no handicap to our work.

Secondly, we have the disadvantages connected with a residential University Library. Library rules especially regarding issue and return of books and periodicals can be strictly enforced only in the case of students.

Thirdly, cases of serious damage to books are not quite frequent in an institution like ours catering chiefly to the needs of undeveloped students who do not make much of tearing up a few pages of an expensive volume particularly when those pages are especially recommended by the teachers. We hope, however, that in the course of time all our readers would acquire a better sense of responsibility than is at present evinced.

Our Hopes for the Future

The University Library has been in existence only a little over a year and during this short period we have spent Rs. 76,000 chiefly on books and periodicals. We are rapidly outgrowing our present accommodation and very soon we expect to have our own separate Library Building. Even as it is, we feel that we have made a good start and we hope that within the course of another four or five years, we shall have a better equipped and well organised Library which will serve not only our University, but also other Universities and institutions.

THE LIBRARIES OF PERSIA

By

HERRICK B. YOUNG, M. A.

Librarian, American College of Teheran, Persia.

In considering the libraries of Persia, several basic facts concerning this ancient land must be borne in mind. Modern Persia is a nation of 10,000,000 people scattered over an area of 630,000 square miles, or roughly three times the area of France. Of the population, one quarter is estimated to be nomadic, one half living in villages and one quarter living in the ten large cities of the land.

Literacy is still limited to about five percent of the population, and this literate group lives almost exclusively in the cities. The Ministry of Education has developed a program of primary education during the past five years, but the lack of capable teachers has made this project a difficult one. The government has inaugurated several middle schools and is planning institutions of higher learning. At present the American College of Teheran is the only institution in the land giving *bona fide* college work, it being incorporated under the New York Board of Regents.

The existing libraries may be divided into three categories : (1) those operated in connection with schools, (2) private or semi-public, as the shrine and mosque libraries, (3) those maintained by legations, missions or commercial enterprises for the use of their own employees.

The library of the Majless or Parliament is one of the most progressive in the country. It was founded in 1923 and is housed in a serviceable building on the parliament grounds. Its shelves at preent contain 8,817 volumes, arranged in a curious hodgpodge, which the lilbrarian reports as an adaptation of the Rumeneski system. With an annual budget of 10,000 tomans and a permanent staff of director, assistant librarian, and two book dispensers, this library has real possibilities for service to the scholarly community. The books are well selected and in a wide variety of languages. Stress is laid on the purchase of all volumes in any way related to Persia.

Unfortunately the rules of the Majless library do not allow any of its volumes to be taken from the building A well-lighted reading room has a seating capacity of 36, but has catered during the past year to an average of four each day. The Ministry of Education Library is not particularly noteworthy, being neither as well equipped, nor as well staffed as the Majless library. Its most interesting feature is the possession of several thousand Russian classics. During the winter months its clientel if largely composed of White Russians now sojourning in Teheran who are glad of the warmth and opportunity to forget their present troubles in reading of the glories of the Imperial regime.

The largest and best equipped library in Teheran and in all of Persia is that of the American College of Teheran. With a total of 15,000 volumes, including the International Mind Alcove established by the Carnegie Endowment for International Peace, it serves not only the 800 students of the College and associated preparatory school, but also former students, alumni and foreign residents in the capital city. The Persian assistant librarian plans to spend next year in graduate study in one of the library schools of America so that he may be able to offer courses in library science and assist in the organization of the various libraries throughout the land. The Dewey Decimal system is used in the American College library, with cross file index, vertical file, and other modern library aids.

Perhaps the most valuable library in the land is that belonging to the shrine of Imam Reza at Meshed. Owing to the presence of many old Persian and Arabic manuscripts sale value of its contents has been estimated at 400,000 tomans. It was founded five hundred years ago and the books are arranged according to general subject classifications. Only Moslems are allowed to have access to any of these manuscripts, since it is housed within the sacred territory of the shrine. A large and interesting library has been built up in connection with the mosques of Isfahan. Many pre-Islamic manuscripts are found in this collection. Numberless treasures are hidden away in the shrines and mosques all through Persia, for that matter.

Meshed has a most interesting semi-public library located in the heart of the city. It is operated more or less on a commercial basis, sufficient fees being charged for the overhead. Certain funds from revenue from the Shrine property are set at the disposal of this library each year for binding and purchase of new books. The librarian reports an average daily use of only 20, however.

The Persian government schools have not yet begun to build up libraries in the lower schools, but have recently purchased a large number of books on Law, Science, and Education for the higher schools. Students of the American College are at present cataloguing the libraries of the Law School and Normal School according to the Dewey System.

The American, English, and French secondary and elementary schools all report small libraries for their own students and teachers. The American School of Tabriz with 2,500 volumes, the Bahoi school at Hamadan with 1500, and the English School at Isfahan are notable of this group.

In all of the cities rental libraries have sprung up during the past few years. These are limited to a few volumes of translations of French, Russian, or English novels. They are performing a real service in stimulating reading. For instance the Omid rental library in Kermanshah rents a total of 10,000 volumes each year and has only a total of 700 volumes on its shelves.

The Anglo-Persian Oil Co., being the largest foreign Corporation with holdings in Persia quite naturally has the largest private library. Its circulation is limited to employees, so that there is no service being done as far as the general public is concerned. The Imperial Bank of Persia, the Indo-European Telegraphs, and the different legation all have libraries, for the most part consisting of more of less obselete fiction and books on Persia.

There is nothing like a library association nor is there any sort of library service in rural communities. The latter would be rather useless with such a small literate group in these areas. Nor can there be any history recorded of a "library movement". It is yet to really begin in this ancient land. Requests from government departments for assistants who can organize their respective libraries and the interest with which the young Persian student is contemplating library service as a career give hope that such a movement is here in its first stages.

THE SOCIAL FUNCTION OF THE PUBLIC LIBRARY

By

WALTER HOFMANN,

Driector, People's Library, Leipzig.

Translated by

M. S. SABESAN, M.A., MADRAS CHRISTIAN COLLEGE

I.

The task of the Public Library does not consist in giving the poorer classes somewhat gratuitously or cheaply what other classes already possess but in establishing in the sphere of the intercourse of the mind a definite condition for the entire nation.

II.

The goal of all social life is the community of national culture, which alone can be the building material of the future community of a people.

The basis of all national life is the language. Community of language is not however community of national culture. This arises only when on the basis and in the frame work of the community of language, products of culture in the stricter sense originate, in which the spirit of the national as a whole displays itself in objective forms which it can still again renovate and make clear. These culture-products are thus the real form-giving elements of the national life. Should these fall into decay, the inner life and along with it the very existence of the nation in general falls finally into ruin in spite of the present splendid development of the national strength. If the great masses (of people) be kept away from the culture-products owing to the lack of the community of the language of the nation, the masses will stand remote from the thought and inner life of the nation. But this signifies that the nation has not really become a nation and that it cannot or can only incompletely accomplish its task in respect of the culture-community of the people.

The mighty work of a civilised nation is the national literature, which has grown up directly from the basis of lauguage-community and therefore has also extensive intrinsic foundation in the life of the nation. The conception of the nation is not separable from the conception of national literature in general. A nation which is not in possession of a national literature is no nation but an extraordinary mass of slaves held together, with no place or function in the community of nations. That the nation in its totality, that every individual part and every stratum of the nation should attain this intrinsic connection with the national literature, is the social condition which should be attempted through the public library. That we should not stand still with national literature—which need not be comfounded with patriotic literature—but that we must use of the medium of the real value of world literature is as obvious as it is certain, so that the national spirit not only reaches forward from here but also acquires its form by intercourse with the mental life of the other nations.

III.

We are to-day far away from this social condition. The sudden swelling up of the mass of people in millions, the rise and fall of the social strata, the violent changes of social structure in the last generation, all this has led to the loss of a certain culture-tradition. This loss on the one-side, and the unsurveyable and continually growing literary production on a gigantic scale on the other side has let the

nation and the national language split away from each other as two alien entities.

But at the same time through lectures on the one side and through the mechanisation of work and the life-proceses on the other side, an enormous formative period of almost unknown craving for reading displayed itself in this expansion Under the pressure of this craving what we used to designate as *after-literature* widened the gulf between the nation and the national literature.

The *after-literature* of all shades, coarse and fine, for the drawing-room and for the parlour, grew on the side of an arrested mind and spirit which the mechanical form of life of the modern society has produced in all strata. This *after-literature*, a product of given social conditions, in its turn became the contributing cause of further arrest and confusion of the mind and the spirit. Further the production of this literature became the concern of a certain publishing circle which, with all its means of organisation and advertisement, and aided by an undiscriminating public criticism worked to stir up the craze for this literature still more and to let this *after-literature* appear as "*the*" *literature* to the mind of the public. Thereby the connections which still existed here and there between the public and the books of value and could still exist, were completely broken and completely shattered.

This unhealthy state, disgraceful for a civilised nation claiming to be really such, exists not merely in the relation (attitude) of the great labouring classes to Books...But the confusion and disintegration among burgers on account of *after literature* are still greater than in the labouring classes.

In consequence of this an arrest and also a distortion of the genuine impulses for masterpieces of literary production must set in. The literature would be mostly a hot house plant for a small snobbish circle and would lose the support of a well-informed circle.

The barrenness and, in the widest sense of the word, the craziness of our literary production would not least of all lead us up. Similar is the value of the Scientifiic literature which is dominated on one side by the necessity for an abnormal compartmental specialisation and on the other is filled with a tendency towards false popularisation. It is far too seldom that it sends a true stream of spirit into the life of the people.

IV

The problem of the Public library arises from these factors. It sifts and collects the living literary production, the polite literature (*belles lettres*), as well as the non-technical informational literature and attracts the entire population towards its use in return for real worth. The entire population ! The problem being so universal and comprehensive, the mode of action which shall serve to slove this problem, must also be general and comprehensive. Independently of the literary circle and of the business interests, the library diverts towards the life of the nation the things of spiritual value which have proceeded from the life of the nation and brings both of them again together. In this general social function, not merely in the free offer of books to the poor, lies its unique significance. The complete or partly free service (of books) is only a certain technical device to realise this social function in the greatest measure under the present circumstances, to capture and attract just at the outset the masses, probably a large part of the masses, to the uninterrupted service of the library.

Out of its general social function have arisen the special working problems of the public library. Its most important working-problem is the constant critical scrutiny of the total book-production, the ever recurring examination of the total stock of books published towards acquisition, the elevating of the spiritual life of the nation, the magnifying of its intrinsic life-wealth, and the creation of a spiritually inter-dependent living nation

out of a disintegrated and tangled mass pressing against one another. The second, but not less important working problem, is the development of forms of work, which guarantee a living association with the spiritual life-impulses, and the spiritual desires which exist in the people. The impulses, which through antiquity, race, and forms of work and life, give the different social groups their special spiritual stamp, the necessity for the development and shaping of individuals—towards all this the technique of the public library must be adjusted if it should be a living force in the service of a progressive nation.

The public library, so guided and constituted, is then the place at which the book and society meet together and bear fruits mutually. The public library is the place at which the best product of the nation from the best faculties of the nation are contained, is the place out of which the inner faculties of the nation reacts on the creation of spiritual products. The Public library is an organ of service, of great strength and value to the nation.

The public library, as the economic form of book-concern, shall not for this reason displace the individual possession of books. The individual possession of books will ever be an essential condition for a living connection of the individuals to books But the public library should and must be a regulating organ that should decisively influence the total relation of the nation to the book

V

With all this the public library should pass alongside of the already existing great institutes for the direct national development and national culture, as a culture-institute with similar rights ; it stands in point of significance near the school ; it goes in point of significance beyond the theatre ; and further it calls for many other material sacrifices. Its guide is required by all those to whom the word of national culture is not simply a phrase but the greatest duty of social work.

SCHOOL LIBRARIES IN THE UNITED STATES

By

LUCILE F. FARGO

Associate Director, Library School, George Peobody College, Nashville, Tenn, U.S.A.

The school library in the United States is the outgrowth of several converging movements, the most important of which are first, the development of specialized service for boys and girls in public libraries, and second, the appearance of the twentieth century socialized curriculum in the public schools.

Specialized library service in public libraries has been the resnlt of and partly the cause of the development of a unique literature for boys and girls—a literature designed for youth and based on the varied interests of youth. The socialized public school curriculum is likewise an attempt to meet youth in its own world. And since the child and the adolescent may both become acqainted with their own worlds as much through reading as through experience, the literature and methods of the public library appropriate to youth have in the last quarter century been heavily drawn upon by the school, with the result that there is springing up everywhere in the United States the organized library within the school.

Not long ago in a book which I wrote as the result of a study made for the American Library

Association* I summed up the objectives for the achool library as follows.

1. To enrich the school curriculum by providirg library service for pupils and teachers.
2. To acquire and organize library materials for school service.
3. To give instruction in the independent use of libraries and of books as tools.
4. To share with other departments of the school responsibility for fruitful social training.
5. To foster informational reading as a life habit.
6. To encourage the habit of reading for pleasure.
7. To develop the library habit.

Elaborating upon these objectives, it may be said that it is the aim of the school library. working under or in co-operation with the public library, to put excellent cultural, vocational, scientific, and recreational reading facilities within the grasp of every child of school age, and to stimulate the reading habit as an important item in mental health and intellectual progress and of leisure. It is also the object of the school library to train boys and girls in the methods of research—or, as it is more frequently stated,—in the use of books and libraries as tools; for the newer curriculum abandons the single text and sends boys and girls foraging through printed matter of every description.

It is obvious that the objectives represent very generous position as to the nature and extent of service within the school. In fairness it must be admitted that two rather definite and different ideals exist concerning the service a school library should give. Many educators believe that the school library's main function is to supply material definitely related to the work of the classroom, and therefore material chiefly of an informationol sort, while others feel that the school library should do this and much in addition. They believe that it should add to the more obvious phases of curriculum enrichment a general reading service similar to that of the public library, and that to do this it should maintain collections of fiction and general literature connected with the social life of the shool and the developing personal interests of the pupils. These books, they further believe should circulate as freely as books circulate from a public library.

For example, in such a school as the Omaha Technical High School, Omaha, Nebraska where 85% of the pupils will never go on to college and fully 56% of the pupils are foreign born or have foreign parents, service of the second type seems exceedingly important. The pupil serves as interpreter to his family of our customs, our ideals, and even our language, and the recreational and inspirational side of school library service is wisely emphasized. Because of the belief of the administrators that children of this type should have every influence for development the library is the center of the school, and anything that will foster a love for books and for the joy they can give is brought into its work.

Reference might be made to many other school libraries functioning where the populotion is more purely American which also carry on this same wide range of reading service. Differences of opinion among administrators arise less from difference in educational theories and the class of pupils to be served than from difficulties of financial support. Service of the second type necessitates larger collections of books, more equipment, and more clerical and professional assistants. Because of the greater size of the collection to be maintained and also because of voluntary pupil attendance, it likewise necessitetes larger library quarters in the school.

As conceived by progressive librarians and educators, the essentials in personnel and equip-

* Fargo, L. F. The Library in the School 1930. American Library Association, 520 N. Michigan Ave, Chicago, III.

ment for ideal service may be summed up as follows :

a. A generous supply of carefully selected reading materials including periodical literature. By "carefully selected" is meant books and other printed matter selected by experts familiar not only with worth-wile literature, but also with the reading interests of boys and girls in their widest range.

b. Attractive and adequate library quarters in the school, so that library activities may be engaged in freely and pleasurably.

c. Professionally trained librarians in charge in order to insure adequate organization, personal guidance, and expert book selection.

d. Co-operation between library agencies within and without the school to the end that community reading resources may have a consistent and effective development and that interest in reading may continue and be satisfied after the child leaves school.

But performance often fails to come up to ideals, and this is as true in the field under discussion as elsewhere. In actual practice school-libraries range all the way from a collection of antiquated sets of worthless books in a Principal's office to large collections of the best books and periodicals in special rooms, presided over by trained librarians. There are 25,000 public high schools and private preparatory schools in the United States, of which only 3.000 are *known* to have well organized libraries. There is no record of elementary school libraries, but in recent years they have grown at a rapid rate. Outside of certain progressive city school systems and some rural localities where service has been carefully organized and supervised by effective state or county library agencies* fruitful school library activity is frequently absent. The choice of books is poor, organization is lacking, and correlations with the social program of the school are unsatisfactory.

* Examples of effective state supervision are Minnesota ann New York; of county library co-operation are California, Indiana, and New Jersey.

Two very important questions relative to school libraries are : How are they administered and to what extent are various administrative plans effective ? In the interest of compactness and clarity the answers are submitted in outline form:

Types of School Library Administration

A. In urban communities,

1. Under school board administration

a. Independent units in senior high schools and sometimes in junior and elementary schools. When care is taken to select competent librarians these isolated units may be very effective. Examples: Spokane, Washington, Hartford, and many other cities of medium size.

b. Centralized service under a division or department of school libraries with a competent supervisor in charge, who undertakes to provide organized service and trained personnel in the more important school units, and organized classroom collections in lesser school units (small elementary schools). This type with local modifications works well in Detroit. Denver, Los Angeles, and elsewhere.

2. Under cooperative public library and school board administration.

a Classroom library service provided through public library; *i.e.* carefully selected, organized book collections sent out in classroom units and frequently changed. These often supplement permanent reference collections directed by the head of the public library children's department, or a special director of school library work. Buffalo, New York, is a good example.

b. Full centralized service conducted by the public library under contract or agreement with the school board. Libraries are conducted in senior and junior high schools and sometimes in elementary schools, professionally trained librarians being incharge under the supervision of a director who is a member of the public library staff. Among other things, this plan assures expert book selection, careful organization, and the correlation of all community library resource and activities. It also provides for parochial

schools and other private and public institutions where children of school age are in attendance. There are many variations; school branches are in some cases open to adults: full service is sometimes available to high schools only, elementary schools being served by travelling collections and the children's room; service is sometimes extended to rural districts by contracts involving financial compensation to the library from the rural districts. (See further, discussion of county library service) Examples of co-operative administration are Cleveland, Pittsburgh, and Portland, Oregon.

B. In rural communities.

1'. Under school board administaation.

a. School libraries, public and private, independently maintained by the individual high school or consolidated school.* In the small elementary school the organized independent library is either non-existent or inadequate. In high schools or consolidated schools organization is apt to be lacking and service ineffective unless there is expert state supervision as in Minnesota and New York.

b. A centralized service maintained by the office of the county superintendent of schools or a state educational agency, one or the other or both of which send out travelling schoolroom collections. If a competent supervisor is in charge in the central office, this form of service is supposed to insure excellent book selection, economical administration, and frequent exchange of books. It does not provide, however, for the personal contact of children with expert librarians. The most serious difficulty is that frequently supervision and organization are not placed in the hands of experts but are left to employees of the county superintendent's office or state department of education who are unfamiliar with library techniques and whose book selection is too much influenced by the solicitation of interested publishers.

* A consolidated school occurs when a number of rural school districts join to erect a single large school to which children are transported by bus or train.

2'. School libraries organized under the direction of interested outside agencies such as the Parent Teachers or the Junior League, these being voluntary organizations interested in the betterment of public schools. Such libraries share in the efficiencies and difficulties of other small independent units (see A, 1, a, above). Better results are obtained when the organization concerned co-operates with the local town or county library, where such exist, for the extension of service to schools.

3'. County library administration.*

Organized service for all the schools of the county provided in proportion to the financial support given the county library by the school districts. High schools and larger consolidated schools may have fully equipped libraries with expert school librarians in charge. Lesser school units are provided with excellent travel ing collections, frequently exchanged.

This is a desirable type of school library service for most rural communities. It is economical, it correlates school and community library service and it gives schools the benefit of expert organization. Weak points are inadequate financial support and occasional failure on the part of the county library to recognize the special nature of school service and the corresponding need for a specially trained director. Neither of these undesirable situations is inherent in the plan. A much more serious handicap is the absence of county libraries in large areas of the United States, and the consequent inability of the school to arrange for consolidated local service. This handicap is, however, lessening with the steady spread of the county library idea.

It is obvious that specialized library service in schools makes it imperative to provide expert

* The county library is a public, tax-supported library using the county as a unit for support and book distribution. It is rapidly growing in favor as a rural library agency.

and highly specialized training for the librarians who are to carry it on. The United States has for a good many years had a small number of library schools of recognized standing which prepared candidates for public and college library positions. The coming of the school library has had not a little to do with the rapid increase in the numbers of such schools in the last four or five years. There are now seventeen accredited library schools, nearly all of which offer special courses for school librarians. Besides these, a rapidly growing number of university and college summer schools are offering more or less comprehensive curricula in school librarianship. In Columbia University, the University of Illinois and George Peabody College for Teachers, for example, a student may in three successive summers pursue a full year's curriculum (30 semester hours) in school library science. Such courses are proving especially popular with teachers who are able in a series of summers to prepare themselves for a shift from the classroom to the library, and so far there are plently of openings for school librarians thus prepared.

No form of library development in the United States is proceeding so rapidly as is the school library. The problems it has raised are a perennial topic for discussion at educational and library gatherings, and the literature on the subject occupies a prominent place in professional library and school journals. In many respects the garment is still in the making. "On the service side the outlines of the pattern seem fairly clear: it is the function of the school library to as a vital educational agent within the school, providing enrichment for the curriculum, opportunities for social development, and an urge towards the life-long use of books for intellectual advancement and for pleasure. It is a well-defined program. On the side of administration the pattern is not so clear nor will it be until more studies have been made and more experiments tried *with a full realisation of the ends sought.* Perhaps in the final analysis classification of the service objectives will be found to be the longest step towards the solution of the administrative problem...If the public library is active and forward-looking and of a mind to extend its service so far; if satisfactory agreements can be made on the financial side; and if, through good-will and a fine sense of values, the ticklish question of divided responsibility can be met, a co-operative plan will result. But if the school sees a more perfect educational tool in the school-administered institution; if public library service is lagging; for if the public library judges that it can do more effective work by devoting itself to the community outside the school, then the two institutions will go their own ways in a spirit of neighborliness and well-wishing...But the library and the librarian have something to offer the school which the school may not attain single-handed: successful application of individualized method and continuing education through books." *

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* Fargo, L. F. The Library in the School, pp. 426-27

MESSAGES OF GOOD-WILL

From TUNG-LI YUAN (*Chairman, Executive Committee, Library Association of China.*)

* * * I avail myself of this opportunity to send you our best wishes for the success of the Conference, and I hope very much that you will send us all the printed matter in connection with the Conference, so that we shall translate into Chinese for publication in our library journals As soon as you publish the proceedings, will you send us a copy with bill?

From LILLIAN THOMASON (*Librarian, Shanghai College Library, Shangai.*)

Your letter regarding a paper on the history, etc., of libraries in China for Benares Educational Conference received only a few days ago.

Thanks for this invitation to aid in the development of Library Science throughout Asia. I shall be glad to do what I can and send you my report as soon as possible. I shall attempt to write a full history of the Library Association in China, and other points of interest.

I have just returned from America where I studied Library Science in the University of California, Library School. The U. S. is making great advancement along library lines and it was a joy to get in touch with all the newest and best methods.

Congratulating you on this forward movement of Asia.

From J. KAI. IMASAWA (*Chief Librarian of the Tokio City Library.*)

Many, many thanks for your letter. It is very timely to hold such a conference at such a time and in such a country as yours. I wish it will be the first Pan-Asian Educational conference in the name and reality.

From EULOGIO B. RODRIGUEZ (*Assistant Director, National Library, Manila, The Phillippine Islands.*)

* * * I desire to congratulate you and your colleagues most sincerely for the happy idea of holding the Conferenee; and I would gladly have the National Library represented therein, were it only possible for us to do so. As circumstances now are, we must be satisfied with wishing you a complete success. * * *

From T. P. SEVENSMA (*Librarian, League of Nations, Ganeva.*)

Your letter of the 31st July has reached me, and I am honoured by your request that I should submit a paper to the First All Asia Educational Conference. Unfortunately my time is too fully occupied at the moment for me to be able to comply with your request, and it is to my regret that I cannot oblige you.

Thanking you for your courtesy, and with good wishes for the success of your Conference.

From HERR WALTER HOFMANN (*Director, Institut fur Leser—und Schrftttumstunde, Leipzig.*)

With your letter of the 16th of October you gave me a great pleasue. It is a beautiful idea to me, to be able to render by my work a modest service to the Indian Library Cause. I am therefore very glad to send you some of my publications and the Reports of our Institut fur Leser-und Schrifttumskunde which have been published upto now. * * *

With all good wishes for a good success of your First All-Asiatic Education Conference, I beg you to deliver at least to the Librarian members of the Conference my kindest regards.

From GUY W. KEELING (*Secretary, British, Library, London Association.*)

Will you please convey to the Library Science Section of the First All-Asia Educational Conference at the meeting to be held at Benares next month the cordial greetings of the Library Association, and very best wishes for the success of the Conference.

The Library Association will be glad of opportunities to collaborate with the Section in the development of library work, in countries represented at the Conference. If a report is issued after the Conference, I should be grateful if I might have a copy sent on to me.

From DR. E. A. BAKER (*Director, School of Librarianship, University of London.*)

I was very glad to have a letter from you, since I have very fresh recollections of your time in the School five years back. * * *

It is very good of you to ask me to contribute a paper for the Conference. For the next month or two, however, I shall be so overwhelmed with work that I am afraid that it will be almost impossible to find time to do anything I will not, however, give you a downright, negative, and, if, in the course of a week or two, I can manage to put something together, I will let you have it for what it is worth.

At all events, we in the School of Librarianship are keenly interested in the forthcoming Conference, and my collegues join me in sending you our greetings and wishing you all success.

From COLONEL J. M. MITCHELL, O.B.E., M.C., M.A., (*Secretary, The Carnegie United Kingdom Trust, Dunfermline: Chairman of Council, Library Association.*)

The Carnegie United Kingdom Trustees send very cordial greetings to the members of the All Asia Educational Conference assembled in Benares, and in particular to those who are interested in the work of ths Library Service Section.

During the past fifteen years they have been intimately concerned with the very remarkable progress which has been made in Library work in this country. The period has witnessed the almost complete extension of a County Library service, a very marked development in the work of Town Libraries, the creation of the National Lending Library which acts at a central reserve, and an almost phenomenal increase in the influence aud efficiency of the Library Association.

Perhaps the main essential in this period of development has been the growth of a spirit of co-operation between the various branches of the service which, with the authoritative pronouncements of the Goverment Committee in 1926, bids fair to bring about in the near future a systematic national service, deriving strength from the various units in municipalities and counties.

Throughout the last ten years the Trustees have had the further satisfaction of learning that the experiments in this country have been watched with friendly attention by those interested in the Library Service through out the English-speaking world, and also in most of the chief European countries. They are, of course, under their Deed, strictly limited to these islands, but they are naturally very glad if the lessons which are learned here prove useful to friends abroad, and particularly to the nations and races which are closely allied in the Commonwealth of British nations. The resulting exchange of knowledge and ideals must, they feel, tend in the direction of more cordial relations and a better understanding.

Accordingly, I have much pleasure in conveying through you, on the Trustees behalf, their best wishes for the success of your Conference.

From LT. COL. L. NEWCOMBE (*Librarian, The National Central Library, London.*)

I am much interested in hearing of the First All Asia Educational Conference. I am glad to note that you are the Secretary of the Library Service Section, as I know that you will organise this section thoroughly well, and it is one that should be distinctly helpful to the library movement in India I wish you and the Conference every possible success. I only wish that I could be there with you.

From W. C. BERVICK SAYERS, F. L. A., (*Chief Librarion, Croydon Public Libraries.*)

I hope that this (paper) will reach you in time for your conference. * * *

I hope at any rate, that it will lead to a useful discussion, and that your Conference will be a great success.

From DR. CYRIL L. BURT (*Psychologist to the London County Council.*)

Very many thanks for your kindness in inviting me to contribute a paper to your All Asia Educational Conference next December. Unfortunately I have a busy term in front of me; and I doubt whether I shall be able to find any time for writing. If, however, I can manage to put anything on paper between now and December I will do my very best to let you have it.

With every good wish for the success of your Congress.

From CARL H. MILAM (*Secretary, American Library Association,*)

It is with great satisfaction that we note that the First All Asia Educational Conference has a Section devoted entirely to Library Service. Please accept from me, therefore, on behalf of the American Library Association, cordial best wishes for the success of the Conferrence and allow me to express further the hope that the Library Service Section will achieve results which may lead to the eventual establishment of univeral library opportunities in the participating countries.

From MARY GOULD DAVIES, (*Chairman, Section for Library work with children, American Library Association.*)

*** I am also sending a number of Photographs which I shall have to ask you to return to us when you have finished with them.

In the training for children's Librarian-ship the most important point is the book selection. For that reason I am sending two lists one made by the section for Work with children of the American Library Association, and the other by The New York Public Library. We shall be glad to let you keep these if you care to.***

It is very difficult to express a piece of work as vital and human as the public library movement for children, in words. If any member of the All Asia Conference are coming to America, will you give them an introduction to me, and I will see that they are given opportunities to observe the work in the New York Public Library or in the public libraries of any of our larger cities. A week of observation will tell them more than all the books that were written.

If there is anything further that we can do for the Conference I hope that you will tell us. We are deeply interested that the subject has come up for discussion in India, and are eager to do all that we can.

May we wish the Conference the greatest possible success?

From MILDRED OTHMER PETERSON *(Director of publicity, The Public Library of Des Moines, Iowa.)*

I am very much interested in learning about First All Asia Educational Conference and think that it should be a marked step forward in Education in India. Everyone is interested in your great country and the things that you are accomplishing. I do not know if anything I write in my paper will be of particular benefit to you but I will be glad to send it as you have requested. Our library publicity work in Iowa has been most interesting the past few years and we feel that we have accomplished at least a few things.

Will you be the one to read this paper? If so, will you kindly extend my greetings to those in attendance at the library service section. I am very much interested in this conference and would be happy to learn of the results of it.

From ANNABEL PORTER *(Superintendent of Children's Department, Seattle public Library).*

With best wishes for a very successful conference.

A MODEL PUBLIC LIBRARY ACT

By

S. R. RANGANATHAN, M.A., L.T., F.L.A.

University Librarian, Madras.

The occurrence of the First All Asia Educational Conference has induced me to present to its Library Service Section extracts from a model Public Library Act, which has been included in a forthcoming book of mine, entitled "THE FIVE LAWS OF LIBRARY SCIENCE," with the wish that it may receive the benefit of the criticisms of the unique gathering of librarians assembled at Benares and that it may be suitably modified and improved before it gets printed in the pages of my book.

Although the word "Madras" occurs in it, it may be stated that it has been made as general as possible and can be easily applied to any province. To realise some of the implications of such an Act, it is necessary to take the concrete case of a province and for obvious reasons, I chose Madras.

In accordance with the provisions of the Model Act (*vide* section 4) there can be at most only 52 urban library authorities and 26 District library authorities in Madras. Of the 52 towns, however, only 12 have a population of 50,000 or over. It is only these 12 cities that can comfortably have an independent library system. It would be more economical for the other 40 smaller towns to merge themselves either in the district library scheme or to get into alliance with other suitable areas (*vide* section 7). Thus, the number of library authorities with which the Government will have to deal will be really very small and the magnitude of the financial commitments of the Government will not be really as big as vague imagination, unaided by this analysis. may mislead one to assume.

It is further my feeling that an institution like the Public Library system whose benefits are latent and come to the surface only after a long time-in fact only after the generation that pays for it disappears altogether-cannot easily catch the popular imagination. Hence, the example of Czechoslovokia and similar countries are of great importance to us. We should follow their lead and incorporate in the Public Library Act a time-limit, before which all the Library Authorities should actually begin to function (*vide* section 11 (4).

The half-grant system which I have introduced in the Act (*vide* section 17 (2) (*e*) has been found to be almost a necessity in other spheres of public utility. The manner in which the public revenue is distributed between the Local Bodies, the Local Governments and the Central Government is responsible for this half-grant system. Such a half-grant system obtains in other countries as well, *e.g.*, Finland, Sweden and Denmark.

On account of the low level of literacy obtaining in our country, the Public Library Authorities will have to adopt special methods for disseminating the contents of their printed resources among the masses. Further to overcome this handicap as rapidly as possible, it may be advisable to empower the Public Library Authorities to inaugurate or participate in schemes for the liquidation of illiteracy (*vide* section 13 . Of course, this provision will become automatically inoperative in the course of a generation or two, as the compulsory Elementary Education Acts begin to bear fruit in the different provinces.

With these few remarks, I give here some of the sections of the Model Act for constructive suggestions from brother librarians and others interested in library service.

EXTRACTS FROM THE MODEL PUBLIC LIBRARY ACT.*

PART I

Central Authority and Local Authority

Central Authority.

1. (1.) The Ministry of Education shall be Central Library Authority for the Province of Madras.

(2,) A Bureau of Library Service shall be attached to the Ministry of Education and it shall be charged with the Superintendence of matters relating to Public Libraries.

Director of Libraries.

2. The Chief executive officer of the Bureau of Library Service shall be the Director of Public Libraries and he shall work under the general direction of the Minister of Education.

Advisory Committee.

3. (1) There shall be an Advisory Committee for advising the Bureau of Library Service on any matters referred to it by the Ministry of Education.

(2) The Minister of Education shall be the Chairman and the Director of Public Libraries shall be the Secretary of the Advisory Committee.

(3) The other members, who shall be not more than seven and not less than five, shall be appointed by the Governor in Council.

Local Library Authority.

4. For the purposes of Public Libraries.—

(*a*) the council of the Corporation of Madras, as respects the city of Madras;

(*b*) the Municipal Council of every Municipal town with a population of over twenty thousand, according to the census of nineteen-hundred and thirty-one, as respects its Municipal area and

(*c*) the District Board of every District other than Madras as respects its District (excluding the area of any such Municipality);

shall be the Local Library Authority.

Library Committees.

5. (1) Every Local Library Authority shall have a Library Committee or Library Committees, consisting partly of experts not necessarily members of the Authority, constituted in accordance with this Act.

(2) (a) All matters relating to the exercise by the Local Library Authority of the powers under this Act, or of any powers connected with libraries expressly conferred by or under any other Act, scheme, or order in the local Library Authority, except the power of raising a rate or borrowing money, shall stand referred to the Library Committee, and the Local Library Authority, before exercising any such powers shall, unless in their oponion the matter is urgent, receive and consider the report of the Library Committee with respect to the matter in question.

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* It forms part of the 4th Chapter of my book *The five Laws of Library Science*, which is in preparation.

(b) The Local Library Authority may also delegate to the Library Committee, with or without any restrictions or conditions as they think fit, any such powers aforesaid, except the power of raising a rate or borrowing money.

(3) The Library Committee of a Local Library Authority shall be constituted in accordance with a scheme, made by the Local Library Authority, and approved by the Ministry of Education, which shall formulate a schedule of model provisions with respect to the making of such schemes.

(4) Any such scheme shall, when approved, have effect as if enacted in this Act, and any such scheme may be revoked or altered by a scheme made in like manner, and having the same effect as an original scheme.

(5) A Library Committee may, subject to any directions of the Local Authority, appoint such and so many sub-committees contisting either wholly or partly of members of the Committee, as the Committee thinks fit.

Power of Municipal Councils to relinquish powers and duties under the Act.

6. The Municipal council of a Municipality having any powers or duties under this Act may, at any time, by agreement with the District Board of the District, and with the approval of the Ministry of Education, relinquish in favour of the District Board any of their powers and duties under this Act, and in that case the powers and duties of the authority so relinquished shall cease, and the area of the authority shall, as respects those powers, be part of the area of the District Board.

Provisions as to co-operation and combination.

7. (1) For the purpose of performing any duty or exercising any power under this Act, a Local Library Authority may entes into such arrangements as they think proper for co-operation or combination with any other Local Authority or Authoritier and any such arrangement may provide for the appointment of a joint Committee, for the delegation to that committee of any powers or duties of the Local Library Authorities (other than the power of raising a loan or borrowing money), for the proportion of contributions to be paid by each Local Library Authority, and for any other matters which appear necessary for carrying out the arrangement.

(2) TheMinistry of Education may, on the application of two or more Local Library Authorities, by scheme provide for the establishment and (if thought fit) the incorporation of a federation for such purposes of any such arrangements as aforesaid as may be specified in the scheme as being purposes relating to matters of common interest concerning libraries which it is necessary and convenient to consider in relation to areas larger than those of individual Local Library Authorities and the powers conferred on Local Library Authorities by this section shall include power to arrange for the performance of any library functions by such federation as if it were a joint committee.

Provided that no Local Library Authority shall, without their consent be included in such a scheme establishing a federation and no Local library authority shall be obliged to continue in a federa-

tion except in accordance with the provisions of a scheme to which they have consented.

(3) A scheme constituting a federation may on the application of one or more of the Local Library Authorities concerned be modified or repealed by a further scheme, and, where a scheme provides for the discontinuance of a federation, provision may be made for dealing with any property or liabilities of the federation.

Inspection of Ministers.

8. The minutes of the proceedings of the Local Library Authority, and, where a Local Library Authority delegate to their Library Committee any powers, and the acts and proceedings of the Library Committee as respects the exercise of those powers are not required to be submitted to the Local Library Authority for approval, the minutes of the proceedings of the Library Committee relating to the exercise of those powers, shall be open to the inspection of any rate payer at any reasonable time during the ordinary hours of business.

PART II

Scheme as to Powers and Duties

Schemes for Comprehensive organisation of Public Libraries.

9. With a view to the establishment of a national system of Public Libraries available for all persons capable of profiting thereby, it shall be the duty of every Local Library Authority, so far as their powers extend, to contribute thereto by providing for the progressive development and comprehensive organisation of Library Service in respect of their area, and with that object any such Local Library Authority from time to time may, and shall when required by the Ministry of Education, submit to the Ministry schemes showing the mode in which their duties and powers under this Act are to be performed and exercised, whether separately or in co-operation with other Local Library Authorities.

Preparation and submission of schemes.

10. (1) The District Board of a District, before submitting a scheme under this Part of the Act, shall consult the other Local Library Authorities within their District (if any) with reference to the mode in which and the extent to which any such Local Library Authority will co-operate with the District Board in carrying out their scheme, and when submitting their scheme shall make a report to the Ministry of Education as to the co-operation which is to be anticipated from any such Local Library Authority and any such Local Library Authority may, if they so desire, submit to the Ministry of Education, as well as to the District Board of the District, for consideration in connection with the scheme of the District, any proposals or representations relating to the provision or organisation of Library service in the area of that Local Library Authority.

(2) Before submitting schemes under this Part of this Act a Local Library Authority shall consider any representations made to them by any persons or bodies of persons interested, and shall adopt such measures to ascertain their views as they consider desirable, and the Local Library Authority shall take such steps to give publicity to their proposals as they consider suitable or as the Ministry of Education may require.

Approval of Schemes by the ministry of Education.

11. (1) The Ministry of Education may approve any scheme (which term shall include an *interim*, provisional or amending scheme) submitted to them under this part of this Act by a Local Library Authority and thereupon it shall be the duty of the Local Library Authority to give effect to the Scheme.

(2) If the Ministry of Education are of opinion that a scheme does not make adequate provision in respect of all or any of the purposes to which the scheme relates, and the Ministry are unable to agree with the Local Library Authority as to what amendments should be made in the scheme, they shall offer to hold a conference with the representatives of the Local Library Authority and, if requested by the Local Library Authority, shall hold a public enquiry in the matter.

(3) If thereafter the Ministry of Education disapprove a scheme, they shall notify the Local Library Authority, and, if within one month after such notification an agreement is not reached, they shell lay before the Legislative Council the report of the public enquiry (if any) together with a report stating their reasons for such disapproval and any action which they intend to take in consequence thereof by way of withholding or reducing any grants payable to the Authority.

(4) If any Local Library Authority fails to submit a scheme to the Ministry of Education either within one year after they are asked to do so by the Ministry of Education or before 1945, whichever date is earlier, the Ministry of Education shall lay before the Legislative Council a report stating any action which they intend to take in consequence thereof by way of withholding or reducing any grants payable to the Authority.

PART III

Public Libraries

Duty to provide and maintain Public Libraries.

12. (1) The Local Library Authority whose scheme has been approved shall, in accordance with and subject to the provisions of this Act, maintain and keep efficient all Public Libraries within their Area which are necessary and have control of all expenditure required for that purpose and shall provide such additional Public Libraries as are, in the opinion of the Authority themselves, necessary in order to provide for their area a sufficient number of Public Libraries.

(2) The Local Library Authority shall have power to appoint the necessary staff subject to the Regulations framed by the Ministry of Education and placed before the Legislative Council.

(3) The Local Library Authority, for the purpose of providing sufficient Public Libraries for their area, may provide, by building or otherwise, library buildings properly fitted up and improve, enlarge and fit up any library buildings provided by them,

and supply books, magazines, newspapers, maps, specimins of art and science, lantern-slides, cinema reels and apparatus and other relevant materials and conveniences and shall have power to do or provide everything necessary for the efficiency of the Public Libraries provided by them.

(4) The Local Library Authority may discontinue any Public Library provided by them or change the site of any such Public Library, if they satisfy the Ministry of Education that the Public Library to be discontinued is unnecessary or that the change of site is expedient.

Liquidation of illiteracy.

13 (1) A Local Library Authority may take such steps as they think fit for the liquidation of illiteracy among the adults of their area and for that pupose.

(a) may associate with themselves any committee on which the Local Library Authority are represented who will undertake to provide the means of such liquidation of illiteracy; and

(b) may aid that committee by furnishing such land, buildings, furniture, and apparatus as may be necessary ,

but, save as hereinafter provided, the Local Library Authority ahall not incur any expense in respect of the staff required.

(2) Where the Local Library Authority resolve that any of the persons within their area seeking the benefit of their Libraary service or unable by reason of illiteracy to take full advantage of the Library service and have ascertained that funds other than public funds are not available or are insufficient in amount to defray the cost of the liquidation of their illiteracy, they may spend out of the rates such sum as may be approved by the Ministry of Education for that purpose.

Prohibition of fees in Public Libraries.

14. No charge shall be made for admission to a Public Library provided under this Act for any library area or, in the case of a lending library, for the use thereof by the inhabitants of the area ; but the library committee, if they think fit, may grant the use of a lending library to persons not being inhabitants of the area, either gratituously or for payment.

PART IV

Finance

Power to accept gifts.

15. A Local Library Authority shall be able and shall be deemed always to have been able to be constituted trustees for any library endowment for purposes connected with library service, whether the endowment was established before or after the commencement of this Act, and shall have power to accept any real or personal property given to them as a library endowment or upon trust for any purposes connected with library service.

Endowments.

16. (1) Nothing in this Act shall affect any endowment or the discretion of any trustees in respect thereof. Provided that, where under the trusts or other provisions affecting any endowment the income thereof must be applied in whole or in part for those purposes of a public library for which provision is to be made by the Local Library Authority the whole of the income or part thereof, as the case may be, shall be paid to that Local Library Authority, and, in case part only of such income must be so applied and there is no provision under the said trusts or provisions for determining the amount which represents that part, that amount shall be determined, in case of difference between the parties concerned, by the Ministry of Education.

(2) Any money arising from an endowment, and paid to a Local Library Authority for those purposes of a public library for which provision is to be made by the Local Library Authority shall be credited by the Local Library Authority in aid of the rate levied for the purposes of Library service.

Library Fund.

17. (1) The expenses to be incurred by a Local Library Authority in the execution of this Act shallbe met from the Library Fund, maintained by the authority.

(2) To this fund shall be credited :—

(*a*) The amount raised as library-rate, which a local library authority may raise at such rate or rates as may be determined by it from time to time;

(*b*) The amount (if any) which the authority may transfer to it from its general funds;

(*c*) The amount realised from endowments (if any)

(*d*) Any other amount that the authority may receive for general library purposes;

(*e*) An amount, not less than the sum of the amounts appropriated from the above sources, for actual expenditure for the purposes defined by this Act, which the Local Government shall annually contribute subject to such conditions and limitations as may be prescribed in the regulations framed by the Ministry of Education and placed before the Legislative Council from time to time; and

(*f*) Any special grant that the local Government may give for specific purposes such as acquisition of land, construction of library building, or other specific purposes, subject to such conditions and limitations as may be prescribed in the regulations framed by the Ministry of Education and placed before the Legislative Council from time to time.

Power to raise loan.

18. (1) A Local Library Authority may borrow money for the purpose of this Act on the security of any fund or rate applicable for those purposes with the sanction of the Ministry of Education.

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PART V.

Acquisition Appropriation and Alienation of Land.

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PART VI.

Accounts and Audits

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PART VII.

Inspection, Returns, Reports etc.,

Inspection of Public Libraries.

27. The Ministry of Education may by their officers, or by other organisation, inspect any Public Library for the purpose of ascertaining the character of the Library Service.

General returns.

28. A Local Library Authority shall make such report and returns, and give such information to the Ministry of Education, as the Ministry may require.

Collection of information.

29. In order that full information may be available as to the provision for library service and the use made of such provision, it shall be the duty of the Library Committee when required by the Ministry of Education to furnish to the Ministry such particulars with respect to the libraries as may be prescribed by regulations made by the Ministry and placed before the Legislative Council.

Public Enquiry.

30. (1) The Ministry of Education may hold a public enquiry for the purpose of the exercise of any of their powers or the performance of any of their duties under this Act.

(2) The Ministry shall furnish a copy of the report of any enquiry so held to any Local Library Authority concerned with the subject matter of the enquiry.

Annual reports.

31. The Ministry of Education shall annually lay before the Legislative Council a report of their proceedings under this Act during the preceding years.

PART VIII.

Bye-Laws.

Power to make Bye-laws.

32. (1) A Local Library Authority may make bye-laws for all or any of the following purposes relating to any Public Library which by virtue of this Act is under their control ;

(*a*) For regulating the use of the same and of the contents thereof, and for protecting the same and the fittings, furniture, and contents thereof from injury, destruction or misuse ;

(*b*) for requiring from any person using the same any guarantee or security against the losses of or injury to any-book or other article ;

(c) for enabling the officers and servants of the library to exclude or remove therefrom persons committing any offence against the bye-laws or otherwise.

(2) A copy of the bye-laws made under this section shall be submitted, as soon as possible, to the Ministry of Education for information. If the Ministry finds any reason for so doing, they may suggest a reconsideration of or amendments to such bye-laws.

(3) All offences and penalties under any such bye-law may be prosecuted and recovered in a Court of Law having jurisdiction over the Library Area.

PART IX

General Clauses, Definitions, etc.

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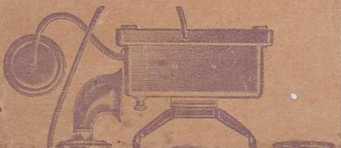

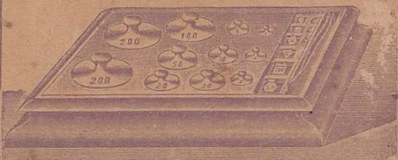

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